

**IMPROVING STUDENTS' WRITING SKILL THROUGH TEACHER'S
DIRECT FEEDBACK IN SMA N 1 JOGONALAN**

A THESIS

**Submitted as Partial Fulfillment of the Requirements for the Attainment of
the Degree of *Sarjana Pendidikan* in English Language Education**



By

Uli Tri Utami

07202244079

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

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APPROVAL

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A Thesis Summary



First Consultant

Dr. Agus Widyantoro, M. Pd
NIP. 196003081958021001

Second Consultant

Ari Purnawan, M. Pd., M.A.
NIP. 19710123200112002

RATIFICATION

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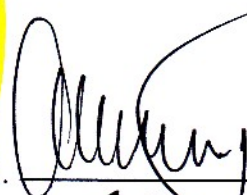
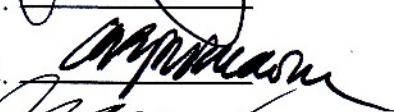
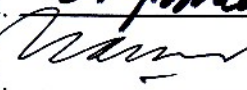
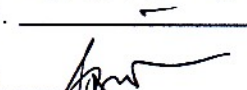
A THESIS

By
Uli Tri Utami
07202244079

Accepted by the Board of Examiners of Faculty of Languages and Arts of State University of Yogyakarta on... June 2012 and declared to have fulfilled the requirements for the attainment of a Sarjana Pendidikan degree in English Language Education.

Board Examiners


Chairperson : Drs. Margana, M.Hum., M.A.
Secretary : Ari Purnawan, S.Pd., M.Pd., M.A.
First Examiner : Drs. Suharso, M.Pd.
Second Examiner : Dr. Agus Widyantoro, M.Pd

1. 
2. 
3. 
4. 

Yogyakarta, June 2012

Faculty of Languages and Arts
State University of Yogyakarta
Dean




Dr. Zamzani, M. Pd.
NIP. 1955050111980111001

PERNYATAAN

Yang bertanda tangan dibawah ini saya:

Nama : Uli Tri Utami

NIM : 07202244079

Prodi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

Judul Skripsi : *Improving Students' Writing Skill through Teachers' Direct Feedback in SMA 1 Jogonalan*

Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, sepenuhnya akan menjadi tanggung jawab saya.

Yogyakarta, Juni 2012

Penulis



Uli Tri Utami

MOTTOS

“Go ye forth, (whether equipped) lightly or heavily...”

(Q.S. At Taubah: 41)

“Mengerjakan skripsi adalah menaklukkan diri sendiri”

(Anies Baswedan)

DEDICATION

In the name of Allah, I dedicate my thesis to:

- My dearest father and mother,

Sukarji, and Siti Kodyati

- My beloved sisters,

Uli Ratnawati, and Uli Wibawanti

Thanks for the prayers, support, and endless love. I hope Allah blesses and gathers us in His Heaven.

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Great thanks are given to all my friends in PBI 07 especially class J for the friendship and support. Being your friend is my wonderful moment.

Finally, I realize that this thesis is far from being perfect. However, I expect that this thesis gives contribution to the improvement of the English teaching and learning process in the senior high school and will be useful for the readers.

Yogyakarta, Juni 2012

The Writer

Uli Tri Utami

07202244079

LIST OF CONTENTS

	Page
APPROVAL	ii
RATIFICATION.....	iii
<i>PERNYATAAN</i>	iv
MOTTOS	v
DEDICATION.....	vi
ACKNOWLEDGMENTS	vii
LIST OF CONTENTS	ix
LIST OF FIGURES	xii
LIST OF TABLES	xiii
ABSTRACT	xiv
CHAPTER I. INTRODUCTION.....	1
A. Background of the Study	1
B. Identification of the Problem	4
C. Limitation of the Problem	5
D. Formulation of the Problem.....	6
E. Objective of the Research.....	6
F. Significance of the Research.....	7
CHAPTER II. LITERATURE REVIEW, PREVIOUS RESEARCH STUDIES, AND CONCEPTUAL FRAMEWORK	8
A. Literature Review.....	8
1. Writing	8

a. Definition of Writing.....	8
b. The Important Aspects of Writing	10
c. The Process of Writing	12
d. Teaching Writing	15
e. Teaching Writing at Senior High School	18
2. Feedback	21
a. The Nature of Feedback	21
b. The Importance of Feedback	22
c. The Sources of Feedback	24
d. Techniques in Giving Feedback.....	26
3. Direct Feedback.....	29
a. The Advantages of Direct Feedback.....	29
b. The Forms of Direct Feedback.....	31
B. Previous Research Studies.....	33
C. Conceptual Framework	34
CHAPTER III. RESEARCH METHOD	38
A. Type of the Research.....	38
B. Setting of the Research	39
1. Place of the Research	39
2. Time of the Research	40
C. Subject of the Research	40
D. Techniques of Collecting Data	41
E. Techniques of Data Analysis	42
1. Assembling the data	42
2. Coding the data	43
3. Comparing the data	43
4. Building interpretations	44
5. Reporting the outcomes	44
F. Validity and Reliability.....	45
G. Procedure of the Research.....	47

CHAPTER IV. RESEARCH FINDINGS	50
A. Research Process	50
1. Report of Cycle 1.....	56
2. Report of Cycle 2.....	77
B. Result of the Research	90
1. Cycle 1	90
2. Cycle 2	92
3. Students' Score	93
C. Summary of Cycle 1 and Cycle 2.....	94
D. Interpretation of the Findings.....	95
CHAPTER V. CONCLUSIONS, IMPLICATION,	
AND SUGGESTIONS	97
A. Conclusions	97
B. Implications	98
C. Suggestions	99
REFERENCES.....	100
APPENDICES	104

LIST OF FIGURES

	Page
Figure 1 : Process Wheel	14
Figure 2 : The teacher walked around to check the students' activities	61
Figure 3 : Student's Writing in the Cycle 1 before Getting Teacher's Direct Feedback	69
Figure 4 : Student's Writing in the Cycle 1 after Getting Teacher's Direct Feedback.....	75
Figure 5 : Student's Writing in the Cycle 2 before Getting Teacher's Direct Feedback.....	85
Figure 6 : Student's Writing in the Cycle 2 after Getting Teacher's Direct Feedback.....	89

LIST OF TABLES

	Page
Table 1: Standard of competence and basic competency of the writing skill in senior high school grade XI in the second semester	19
Table 2: The difference between direct feedback and indirect feedback ..	29
Table 3: Problems in the teaching and learning process in class XI IPS 3 of SMA N 1 Jogonalan	53
Table 4 : Students' mean scores in Cycle 1 and Cycle 2, and the gain score	93
Table 5 : The summary of finding in Cycle 1 and Cycle 2	94

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ABSTRACT

The objective of this research is to improve the writing skill of students at grade XI of social program in SMA N 1 Jogonalan Klaten in the academic year 2010/2011 through teacher's direct feedback.

This study was action research consisting of two cycles. The participants of the research were the students of class XI IPS 3. The data of this research were qualitative and quantitative. The qualitative data were obtained by interviewing to the students and the collaborator, observing the class, and taking some photographs. The instruments were camera, interview guides, and a note book. Meanwhile, the quantitative data were obtained by assessing the students' writing at the end of the cycle. Therefore, the quantitative data were in the form of students' score. The qualitative data were analyzed through assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes. Meanwhile, the quantitative data were scored by using a writing rubric to get gain scores from Cycle 1 to Cycle 2. To prove the scoring objectivity, it involved two raters. The inter-rater reliability was calculated through Pearson's Product Moment correlation analysis. The coefficient of the inter-rater reliability of the two raters was 0.90.

The result of the two cycles showed that the implementation of teacher's direct feedback was successful to improve the students' writing skill. The improvement was on all writing aspects. In the content aspect, all students made an improvement. In the organization aspect, the students were able to write a text by considering the parts of the spoof text. In the vocabulary aspect, many students used the simple words so the meaning was clear. In the language aspect, many students avoided fragment and inconsistent tenses in their writing. In the mechanic aspect, the students who considered the importance of capitalization and punctuation increased. Besides, the additional findings were that teacher's direct feedback would improve the students' writing skill in a short period and also teacher's direct feedback would need a long time in the class with a low proficiency level. The finding was also supported by the students' gain score from Cycle 1 to Cycle 2. The students' gain score from Cycle 1 to Cycle 2 in the content aspect is 2.1; in the organization aspect is 1.07; in the vocabulary aspect is 1.34; in the language aspect is 0.61; and in the mechanic aspect is 1.04. From the result above, it can be concluded that teacher's direct feedback can improve students' writing skill.

CHAPTER I

INTRODUCTION

A. Background of the Problem

The writing skill is one of the four language skills that is very essential in human life. The main reason is that writing is one of the means of communication. Communication is not always in the spoken form, but it can also be in the written form. When people communicate, they will share their thoughts, ideas, and even express their feeling for several purposes. In a daily life, people share news or information in the forms of newspapers, articles, or even short messages. In the entertainment field, writing is used to share ideas to entertain readers in the forms of a short story or a cartoon. Those are in the form of written text. A shopping list which is always used in the household life is also in the form of a written text. In the academic field, writing can be a means to demonstrate knowledge. A student, for instance, writes his or her ideas in a paper, a journal, an essay, or even a diary. Moreover, in the technology and globalization era, the need for communication also increases. Students who have many relations or friends abroad need to communicate in an effective way. Sending messages through email, sharing blog, and chatting are the effective one to communicate with relations or friends abroad. Those ways are also in the written text. Again, today, many essay competitions which are held for students have a requirement to write the essay in the English written text.

Because the writing skill is very important and have many functions for students especially in a daily communication and academic purposes, students have to master it. Automatically an English teacher needs to teach the writing skills in the classroom. In Indonesia, English already becomes the main subject in junior high school and senior high school. Based on the regulation of the Ministry of Education in Indonesia number 20 in the year 2005, English is one of the subject matters that is examined in the national examination for students in junior and senior high schools.

However, many students in Indonesia still have difficulties in learning English skills particularly in the writing skill. As it was reported in *Kompas* (May 4, 2012), many Indonesian students' cannot write an essay to apply scholarships abroad. That fact about the difficulties in the writing skill happens in many students in senior high schools in Indonesia. One of the examples of students who have difficulties in learning English especially in the writing skill is students in SMA N 1 Jogoalan Klaten. The researcher had done a preliminary class observation at grade XI IPS 3 in SMA N 1 Jogonalan that was done on Wednesday, September 14, 2011. She found that the students' writing skill was low. Almost all students there never produced some kinds of written texts. They got difficulties when they were asked to write a paragraph. When they wrote some sentences, many grammatical mistakes were found in their writing such as spelling, fragment, run ons, concord, punctuation, and organization. Some of them declared that they did not know how to write an English text in English. They were not used to write in their everyday English teaching-learning process. When

they were asked to write a paragraph, they did not know which one was correct or incorrect because the teacher never gave feedback to their writing. Most of their activities in the classroom were just reading. Producing a written text was very seldom taught in the classroom and it was sometimes regarded as the forgotten skill. Writing receives the least attention because it is at the bottom of the list of teachers' priorities.

Regarding the problems faced by the students' in SMA N 1 Jogonalan in writing skill, it needs to change the condition into the better one. There have been many studies conducted to improve the students' writing skill. One of the ways to improve the students' writing skill is through feedback. Magno & Amarles (2011) say that feedback plays a central role in developing writing proficiency among second language learners. After a teacher gives feedback to the students' writing, the students can know and realize that they make a mistake. There are also some techniques in giving feedback. One of the techniques is direct feedback. Ferris and Robert (2001) in Ellis (2008) suggest direct feedback is good for student writers of a low proficiency level. In the direct feedback technique, the teacher gives the correct form of the mistakes made by the students so that they can know and correct directly the mistakes.

Considering the condition of the students' writing skill and the importance of the writing skill, the present study is designed to help to improve the students' writing skill in SMA N 1 Jogonalan through teacher's direct feedback. This study is action research involving the students in grade XI IPS 3 and the English teacher of the class.

B. Identification of the Problem

The teaching-learning process especially in the teaching of writing can achieve the positive result if all the components of that process are well treated. Those components include the teacher, students, the teaching technique, and learning materials. The technique of teaching writing deals with the way of how the English teacher teaches writing in the classroom by applying all the stages in writing. The techniques or ways of teaching should also be relevant to the students' characteristics and needs. Then, to support those components, the teacher and the students also need learning materials to achieve the goals which are stated in the curriculum in each school.

There are many factors that influence the students' writing skill in the teaching learning process. Those factors are from the students, the teachers, the teaching technique, and the materials. The first problem is related to the students. Most of the students in grade XI IPS 3 of SMA N 1 Jogonalan did not know how to write in English. They were confused about the sentence structure, the word form, and the word choice. It made the students considered writing an English text was a difficult lesson and an uninteresting lesson. It also made the students' motivation in writing English low. The low motivation of the students could be seen from the students' behavior, i.e they often did not bring a dictionary in the English lesson, they were lazy to do and also to submit assignments, and they often did not pay attention to the teacher when he was delivering materials.

The second problem is related to the teacher and also the teaching technique used by him. In teaching writing, the teacher never paid attention to the process of writing. The activities were still teacher-centered learning so that the interaction between the students and the teacher was low and they indeed ignored the teacher. Related to the writing activities, the teacher was seldom in designing activities to produce a written text in the classroom. Moreover, the teacher also rarely gave feedback to the students' writing.

The third problem is related to the learning materials. The materials should be appropriate to the students' condition and needs. However, the teacher often used a book for the source of the materials or the lesson. Sometimes the book was not appropriate to the students' characteristic and needs.

C. Limitation of the Problem

It is clear that the writing skill is important in the academic purposes and in a daily life. Therefore, it needs to teach the writing skill in the classroom. There are various techniques used to improve the students' writing skill in the teaching and learning process. One of the techniques is through teacher's direct feedback. Related to the effort to improve students' writing skill of the students in the low proficiency level, the teacher's direct feedback is an appropriate technique because the teacher gives the correct form of the mistakes made by the students in their writing. So, they can know their mistakes and also the correct form directly.

Based on some problems explained above, the present study limits the scope of the research. The researcher limits the implementation of teacher's direct feedback to improve students' writing skill based on two reasons. The first reason is that teacher's direct feedback is an effective technique to improve students' writing skill. Secondly, this action is limited by the time. The researcher does not have enough time to conduct this research because she merely has two months to finish it.

D. Formulation of the Problem

Based on the background of the study, identification of the problems, and limitation of the problem, the problem of this study can be formulated as follows:

“How can teacher's direct feedback be implemented to improve the writing skill of the students of grade XI IPS 3 in SMA N 1 Jogonalan?”

E. Objective of the Research

Based on the formulation of the problem, the objective of the research is to improve students' writing skill in grade XI of SMAN 1 Jogonalan through teacher's direct feedback.

F. Significance of the Research

The results of this study are useful for:

1. The students of SMA N 1 Jogonalan

This study provides the students with a useful experience about the type of feedback in their writing to improve their writing skill. They receive the correct form of the mistakes in their writing directly which they never receive before. Thus, the teacher's direct feedback improves the students' writing skill.

2. The English teacher of SMA N 1 Jogonalan

This study provides some information and also a model in implementing the teacher's direct feedback which is used to correct the students' writing in the writing learning process. Thus, this study can be used as a reference or guidance to implement the teacher's direct feedback in the writing learning process.

3. Other researchers

This study provides some information about the process of teaching writing to the students in grade XI in the social programs. Thus, the result of this study can be used as a reference or an inspiration to conduct a similar study in a different field.

CHAPTER II

LITERATURE REVIEW

A. Literature Review

1. Writing

a. Definition of Writing

Writing is one of the language skills belonging to productive skills. Celce-Murcia (2000) explains productive skills as an action to produce written words that result a text but the text must be read and comprehended in order for communication to take place. In the other words, the text which is produced should be clear and meaningful so that the readers can understand the intended meaning.

Writing is also a tool to share feelings, thoughts, and ideas. Again, it is used to communicate in the daily life. This is supported by Coulmas (2003), who says that the primary purpose of writing is to communicate meaning. In addition, Browne (1999) states that writing as a method of communication can be used to establish and maintain contact with others, transmit information, express thoughts, feelings and reactions, entertain, and persuade. In line with this, Troyka (1987:3) in Rahardian (2003:11) says that writing is a way of communicating a message to readers to share information, persuade, and entertain. Furthermore, Halliday (1985b) in Nunan (1993) suggests that written language is used for action (for example, public signs, product labels, television, and radio guides, bells, menus, telephone directories, ballot papers, computer manuals); for

information (for example, newspapers, current affairs magazines, advertisements, political pamphlets); and for entertainment (for example, comic strips, fiction books, poetry, and drama, newspaper features, film subtitles).

From the statement above, it is no doubt that writing is really essential in the human life. It helps the humans' life to be easy because the meaning can be expressed through writing. Harmer (2001) says that writing is undeniably developed into an instrument that helps human communicate with one another quickly and easily.

Because writing is used to communicate meaning or purpose, it is necessary to make the writing clear to be understood by the readers. It involves complex thinking that must integrate some components of writing. In line with this, Richards and Renandya (2002) say that writing is the most difficult skill to master for the English language learners. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into a readable text. This view is also supported by Bashyal (2009), who assumes that writing is a complex task that requires a variety of skills such as mastering vocabulary, grammar, and organization of the text.

To summarize, writing is means to share feelings, ideas, and thoughts in the form of text which has several purposes. It is one of the production skills that is very essential in human life and considered as the most difficult skill to master for English language learners.

b. The Important Aspects of Writing

When people communicate their ideas or thoughts to other people in the written form, it is necessary to write in a thoughtful and clear form in order to get a successful communication. Writing has its mechanical components which can make a good and understandable writing. These include handwriting, spelling, punctuation, and the construction of well-formed sentences, paragraphs, and texts (Harmer, 2004).

The first aspect is handwriting. Though a lot of writing is typed on a computer keyboard, handwriting is still necessary in exams, postcards, personal letters, written assignments, and forms. Handwriting is a personal issue that students should not all be expected to use the same style.

Besides handwriting, spelling is considered as an important aspect in the writing text. Spelling is words with the correct letters in the correct order. Spelling is important in the writing because it relatively makes English writing easy to read (Harmer, 2004). Though incorrect spelling does not often prevent the understanding of a written message, it can affect the reader's judgment. Saddler (2006) in Westwood (2008) confirms that exhibiting difficulties in spelling is considered as the lower level of poor writers.

The third aspect is punctuation. Punctuation is also important in writing. If capital letters, commas, full stops, sentence, and paragraph boundaries are not used correctly, this cannot only make a negative impression but can also make a text difficult to understand. Accordingly, Celce-Murcia and Mariane (2001) also

state that to make the communications via text intelligibly, it is important to present a product which does not suffer from illegible handwriting, numerous spelling errors, faulty punctuation, or inaccurate structure.

In addition, Harmer (2004) mentions some aspects in the written text namely purpose of the writing, genres, text construction, cohesion, cohesive, and register. All those aspects are interconnected. The purpose of the writing will determine the content, the types of writing, and also the language used of the writing. Genre is the writing construction or category of literacy writing such as fiction, narratives, and recount. The purpose of the writing and also the genre will influence the construction of the text. The construction of the text deals with the process of putting words together in well-formed sentences, paragraphs, and text. Harmer also says that for writing to be truly accessible, it also needs to be both cohesive and coherent. Cohesiveness deals with how the sentences to other sentences stick together by the grammatical or lexical relationship while coherence is the relationship of sentences in a text that makes a clear meaning. The last aspect is register. Register is a word used to denote the actual language that the authors use in a particular situation when communicating with a particular group of people. It is related to the choice of vocabulary which will be used in the writing and based on the genre.

By the explanation above, it can be concluded that there are some important aspects in the writing skills. It is not only the mechanic aspects namely handwriting, spelling and punctuation but also the purpose of the text, the genres

of the writing, the text construction, the coherence and cohesive, and the register. Those aspects will affect the clearness and meaning of the text.

c. The Process of Writing

The writing process is one of the points in writing that is given big attention by some English teachers (Hyland, 2003). It deals with how the writers create and produce a text. Referring to the nature of a process, there must be series of stages in order to produce a written text.

According to Harmer (2004), there are four elements in the process of writing, namely planning, drafting, editing (reflecting and revising), and producing a final version. The explanation is as follows.

1. Planning

In the planning process, writers try and decide what it is they are going to write. They also have to think about three main issues. In the first place they have to consider the purpose of the writing since this will influence (amongst other things) not only the type of the text they wish to produce, but also the language they use, and the information they choose to include. In the second place, they have to take into account the audience they are writing for, since this will influence not only the shape of the writing but also the choice of language. Seow in Richards and Renandya (2002) add some activities in the planning process. The first activity is group brainstorming. In group brainstorming, group members are allowed to spew out all of the ideas. The students are totally free to put out all of the ideas because there is no right for the wrong answers. Some teachers in English language learning sometimes use clustering to get the topic.

Here, the teachers provide some word stimuli and then the students form words related to those word stimuli. The words are circled and then linked by lines to show discernible clusters. Another way to brainstorm the writers' ideas is through rapid writing. In rapid free writing, the students write down single words and phrases about a topic freely and rapidly in 1 or 2 minutes. The time limit keeps the students' minds ticking and thinking fast. The last activity is *wh*-questions. In this activity, students generate who, why, what, where, when, and how questions about the topic. More such questions can be asked of answers to the first starting of *wh*-questions.

2. Drafting

Johnson (2008) defines drafting as the writers' first attempt to capture the ideas on paper. In this stage, the students are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. The writing is not finished yet and that can still be changed.

3. Editing (reflecting and revising)

In this stage, the students read all sentences they have written to see where the sentences work and where those do not work. The editing can be done by the students themselves, the classmates, and also the teacher through a feedback. Richards and Renandya (2002) suggest some simple checklists to alert students to some of the common surface errors. They are about the using of tenses, concord, verb form, preposition, article pronoun, and avoiding of fragments. In line with this, Nation (2009) emphasizes that editing not only involves going back over the

writing and making changes to its grammatical and vocabulary correctness, and appropriateness, but also to its organization, and style.

4. Producing a final version

After the process of editing the written text is done, the text can be changed based on the editing to make the better text if it is necessary. Then, it is the final version. This final version may be different with the plan and also the draft because things have changed in the editing process.

The process of writing is recursive (Harmer, 2004). It means that the student writers are very possibly to re-plan, re-draft, and re-edit. Even when student writers already get to the final draft, they may find that they can change their mind to re-plan, re-draft, or re-edit.

Accordingly, Harmer (2004) also represents a writing process as a process wheel. The figure of process wheel is as follows.



Figure 1. The Process Wheel

In the above process wheel, there are many directions that arbiters can take either travelling backwards or forwards around the rim or going up and down the wheel's spoke. The process writing also can back to the planning, drafting, or editing process though the writer already produces the final draft.

From the definition above, it can be concluded that the process of writing consists of planning, drafting, editing, and producing a final version. Since the current approach in teaching writing is process approach, it is important not to see writing as a product anymore but more pay attention to the process of the writing. By considering the process of the writing, the student writers have advantages to re-plan, re-draft, and re-edit their writing because the process of writing is recursive.

d. Teaching Writing

In the previous section, it is said that writing is useful for delivering a message for several purposes. In other words, writing is one of ways apart from speaking to communicate in everyday life. Millions of people especially students want to improve their English skills including a writing skill because of the ever-growing need for good communication skills in English. This condition demands the quality of English language teaching to increase.

In fact, a writing skill is a difficult skill to be mastered. Richards and Renandya (2002) say that writing is the most difficult skill to master for English language learners. The difficulty lies in generating and organizing ideas, and

translating these ideas into a readable text. Moreover, Bashyal (2009) also states that the writing skill is a complex task that requires a variety of skills.

So, in the teaching of writing, there are many aspects which are considered as the difficult things. Harmer (2004) confirms that teaching writing is not just dealing with the mechanics aspects but it is about helping students to communicate real messages in an appropriate manner.

In line with this, Harmer (2004) also proposes some tasks that should be applied by English teachers in teaching writing. The first task is demonstrating. The teacher has to demonstrate the writing conventions and genre constraints in specific types of writing. The writing conventions are for making the writing meaningful, and the genres constraints are to make the writing has a certain purpose.

Secondly, the teacher needs to motivate and also provoke the students in writing. Student writers often find themselves lose their words. Here, teachers can help them through provoking the students into having ideas, engaging them with the value of the task, and persuading them what fun it can be.

Thirdly, the English teacher needs to act as a supporter to the students. Supporting is related to the teachers' role as a motivator and provoker. Here, teachers help the students who need a lot of helps once they get going both with ideas and with the means to carry them out. Teachers need to be always available in the writing classroom and prepare to overcome students' difficulties.

The fourth task is responding. The way teachers react to the students' work can be divided into two main categories, that of responding, and that of evaluating. In the responding task, the teachers react to the content and construction of a piece supportively, and often make suggestions for its improvement. Teachers do not grade and judge the students' work but they just tell how well it is going so far.

The last task is evaluating. Teachers evaluate the students' writing for test purposes by showing where they wrote well and where they made mistakes. Teachers may award grades.

In addition, Hyland (2003) says that the teaching writing is not only about planning and making a course but it needs some orientations based on the aspects of writing in each organizing the writing teaching. The orientations on teaching are focusing on language structures, text functions, theme, creative expression, composing process, content, or genre.

To summarize, teaching writing needs a big effort to make the learners communicate meaningfully in an appropriate manner. The English teachers as a main component in the teaching learning process should maximize their roles to demonstrate, provoke, motivate, support, response, and evaluate in the writing teaching learning process. To some extents, the teacher needs to involve the concept of writing for the orientation in teaching writing.

e. Teaching Writing at Senior High Schools

The teaching English at Senior High School in Indonesia is regulated in the curriculum. The latest curriculum used in Indonesia is School-Based Curriculum 2006 in which the background, aim, and scope of the teaching English at Senior High School are stated in that curriculum.

In reference to School-Based Curriculum 2006, the scope of teaching English at Senior High School is limited by three components. Firstly, the students of Senior High School are demanded to be able to reach the informational stage. It means that this target is not only using English either written or spoken to communicate in the daily life but also using English to access knowledge. This policy is decided since students of Senior High School are prepared to continue their study in university level. Secondly, the curriculum specifies the form of media used to express meaning, namely essay, monolog, and short functional written texts in the genres of procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, public speaking. Finally, to support the two components above, there are supporting skills such as a linguistic competency, a socio-cultural competency, strategic competency, and a building expression competency.

According to the School Based Curriculum 2006, the expected writing competence from the students in senior high school year XI in the second semester is presented in the following table.

Table 1. Standard of Competence and Basic Competency of a writing skill in senior high school grade XI in the second semester

Standard of Competence	Basic Competency
12. To express meanings in essay and short functional written text in the genres of narrative, spoof, hortatory exposition in daily life context.	<p>12. 1. To Express meaning in short functional written text (e.g. banner, poster, pamphlet, etc) both formally and informally in accurate, fluent, and appropriately, in the context of daily life.</p> <p>12. 2. To express meaning and rhetoric steps in essay by using written language accurately, fluently, and appropriately, in the context of daily life in the genres of narrative, spoof, and hortatory exposition.</p>

Based on the curriculum in the teaching writing at senior high school, the teacher must teach English based on the genres since the students are expected to produce a text in their writing teaching and learning process. Dealing with teaching writing based on the genre, Hyland (2003) says writing based on genres is not just writing but a writer writes something to achieve some purpose. It is a way of getting something done. To get something done the student writers need to follow certain social convention for organizing messages in order to the readers recognize the purpose of the writers. Some of the genres are narrative, spoof, and hortatory exposition.

To make the readers recognize the writer's meaning or purpose, the students should write accurately, fluently, and appropriately. It can be seen from the table that the writing skill is required by School Based Curriculum 2006 for senior high schools grade XI of second semester are the ability to write English texts accurately, fluently, and in acceptable manners. To be accurate, fluent, and in acceptable manners, the students need to avoid or minimize mistakes in the content, the organization, vocabulary, language, and also mechanic of the writing.

In reference to the teaching writing based on the genre, Cornish (1992) in Feez & Joyce (1998) proposes stages of the teaching writing based on the genre, namely building the context, modeling and constructing the text, joint construction of the text, independent construction of the text, and linking related the texts. In the stage of building the context, the students are introduced to the social context of an authentic model of the text-type being studied; explore features of the general cultural context; and explore the situations by investigating the register of a model text. In the stage of modeling and deconstructing the text, the students investigate the structural pattern and language features of the model, and compare the model with other examples of the text-type. In the stage of joint construction of the text, the students contribute to the construction of whole examples of the text-type, and the teacher reduces the contribution to the text construction. In the stage of independent construction of the text, students work independently with the text and their performances are used for achievement assessment. In the stage of linking to related texts, students investigate how what

they have learnt can be related to other texts in the similar context oar past cycle of teaching and learning.

2. Feedback

a. The Nature of Feedback

Keh (1990) defines feedback as any input from readers to writers that provides information for revision. The information that is for input can be directions, suggestions, or requests. In the term of directions, the readers give feedback to the mistakes of the writing and then the feedback can be a direction for the writers to correct their writing at same writing or even the next writing they are going to make. Through feedback, the readers can give some suggestions for the better writing such as to add the article, pay attention with the agreement of a sentence or even a feedback can also be a request from the readers to the writers to do something for the writing such as asking the writer to write clearly. Supporting that definition, in order to make the feedback effective, Reid (1993) states that the students should comprehend the response, uptake the response to their writing, and finally improve the writing.

In line with this, Kepner (1991) in Magno and Armales (2011) defines feedback in general as any procedures used to inform a learner whether an instructional response is right or wrong. The procedure means a set of actions which is decided to give feedback. It is related to the technique used in delivering feedback.

In addition, Harmer (2001) considers that feedback is as responding to students' work rather than assessing or evaluating what they have done. According to him, the essence of feedback can be in the form of comments on how the texts appears to the teachers, how successful the teachers think about the students' work has been, and how it can be improved. Supporting this views, Harmer (2004) states that feedback of this kind becomes more and more appropriate as the students' level improves and they can take advantage of such help.

Again, Lee (2004) defines feedback as the feedback teachers give on students' errors, which could be either direct or indirect. Direct or indirect here are the ways in giving feedback to the students' writing. Reid (1993) states that teacher's feedback depends on the type and purpose of the assignments and it can be transmitted in a variety of ways: in dialog journals, mini conferences during class workshops, written comments on students' drafts, and student-teacher conference.

Based on the definition above, it can be concluded that feedback is a procedure in the writing process to provide information for revision with a certain way depending on the type and purpose of the assignment in writing learning process. Giving feedback in the students' writing becomes the important aspect in the writing process since it can help the writer to develop their writing skills by learn from their errors.

b. The Importance of Feedback

Feedback plays an important role in developing writing proficiency among second language learners (Hyland & Hyland, 2006; Magno & Amarles, 2011; and Alamis, 2010). Celce-Murcia (2001) also says that feedback is the most central component to improve writing skills. Supporting that statement, Karim & Ivi (2011) found facts that feedback has some important roles in the writing process to develop students' writing skill. The benefits of feedback are as follows:

1. Feedback from the teacher can give a general guideline to improve their writing.

Guideline here is a direction or note about for the students to make better their writing. This is supported by Lee's study (2008) that found some students like receiving teacher's response by giving marks to the error because the students will know which one should be avoided in the next assignment.

2. Feedback can motivate the students in a positive way and give them confidence.

When the teachers give feedback in the form of praise whether in the oral form or written form, it can be motivate students.

3. Feedback can help students to review their mistakes because they get transparent idea of what the students have acquired.

Here the teacher give some corrections in the errors of students' writing and then students can know which part they need to revise their writing. Rahmini (2010) investigated that students would learn the correct form of their errors.

4. Feedback can make the students understand their strength and weakness.

This is supported by the investigation conducted by Rahmini (2010). She found that students had a strong desire for receiving feedback on their grammatical errors.

5. Feedback can make the interaction between students and teacher grows stronger.

When a teacher give feedback to the students' writing directly by discussing together which one is correct and also responding each student's writing, automatically the interaction between both is close and by time it can also grow the interaction better.

Based on the explanation above, it can be said that feedback is needed in the writing process. It not only has roles in improving the accuracy of students' writing but also the social and psychological roles.

c. Sources of Feedback

Viewing feedback as an important aspect in the writing process, the issue of who will give feedback becomes a consideration to an English teacher in writing teaching learning process. According to Nation (2009), the feedback can come from the teacher, from peers, and from the learners themselves in self-assessment.

1. Feedback from the teacher

In the previous section, it is explained that one of the teacher's tasks in the writing teaching-learning process is to respond. In this context, the teacher should respond to the students' writing. In line with this, Ferris & Hedgcock (2004) say

that the role of the teacher in the feedback is to explain and justify a grade including also some general suggestions for the students to consider “next time”. Moreover, Hyland (2003) adds that many students see their teacher’s feedback as crucial to the students’ improvement as a writer.

2. Feedback from peers

Peer feedback is done by the students to look at each other’s drafts. Each student has to respond based on his or her ability. It can be imagined that in the peer feedback the students will make a discussion about their writing text to their peer. Harmer (2004) confirms that peer feedback has an advantage of encouraging students to work collaboratively. In line with this, Harmer also states that the success of peer feedback may depend on exactly who is the reviewer and whose work is being reviewed. However, peer response is said to provide a means of both improving students’ draft and developing readers’ understanding of good writing (Hyland, 2004).

3. Feedback from the learners themselves

Ferris in Richards & Renandya (2002) says that when the teacher does not have time to give response to all students’ writing, the students are expected to self-edit their writing. However, the teacher does not then leave the students to give feedback to their writing but the teacher has to teach the students to self-edit. Some experts purposed some ways to teach the students to self-edit. Accordingly, Nation (2009) confirms that the use of self-edit can encourage metacognitive awareness of the writing process and the quality of good writing.

To summarize, feedback can come from several sources which in every source has its own strength and weaknesses. The English teacher should select the feedback wisely which appropriate to the condition of the students.

d. Techniques in Giving Feedback

The nature of response can vary widely. In the practice of feedback, the technique in giving feedback is also various according to the teacher's preference as well as the kind of written task they have set and the effect the teacher wishes to create (Hyland, 2003). In line with this, Harmer (2004) mentions there are some ways to respond students' writings. The first way is feedback to work in progress. When students are involved in a writing class especially where this is part of process writing, a teacher will give feedback by asking what a certain sentence means, or wonder why they have started a composition in a particular way, or suggest that they re-check some information they have made notes about.

Secondly, feedback can be presented by an English teacher through comment. In some circumstance, a teacher needs to give response in the written form. In this feedback, encouragement is extremely important because some students may have a bad perception in receiving comments or suggestions delivered by the teacher. So, teachers might give an encouragement in the early written comment, and then it is followed by the suggestions to their writing.

The third response is feedback in post-task statements. This feedback is given at the end of a writing sequence which the teacher's feedback and the

drafting have gone through. It is used to give a provision or experience to the students in order to improve the students' future assignments.

Fourthly, feedback can be in the taped comment. This way is done when teachers cannot give face-to-face feedback. The teachers might well consider taping their comments about a piece of student writing on tapes provided by the students. This is considered as more expansive, more personal, and more immediate.

Fifthly, feedback uses electronic comments. Recently, a lot of feedback can be given electronically, either via e-mail or through text editing programs.

The sixth way is peer review feedback. The students respond to their colleague's work based on the teacher's guidance so that they know what to look at in their classmates' work.

According to Hyland & Hyland (2006), feedback is divided into two types. They are oral and written feedback. Oral feedback refers to the provision of feedback on errors and weaknesses in content, organization, and language through face-to-face conferencing. This feedback can be done by giving comments in the form of questions, imperatives, praise, and suggestions; providing correct forms or structures in faulty sentences; indicating the location of errors; making recasts; and giving prompts in the forms of elicitation, clarifications requests, and repetition of errors. Meanwhile, written feedback refers to the correction of errors and weaknesses in content, organization, and language through writing.

Furthermore, Lee (2004) divides written feedback into direct and indirect feedback. Indirect feedback refers to teachers indicating errors without correcting them for students. It means that teachers will locate errors directly by underlining or circling the errors. Moreover, the teachers may locate errors indirectly, for instance, by putting a mark in the margin to indicate an error on a certain line. The principle in the indirect feedback is that the teachers do not show the correction of the errors. Direct feedback refers to overt correction of student errors, that is, teachers locating and correcting errors for students' writing. The teachers normally put the symbols, codes, or comments right above or next to the errors which is underlined or circled. The more discussion about feedback will be explained in the next section.

To make clear the difference between direct and indirect feedback, Lee (2003) made an illustration of each type of feedback. The illustration is as follows:

Table 2. The difference between direct feedback and indirect feedback

Type of error feedback	Explanation	Example
Direct feedback	<ul style="list-style-type: none"> • Locate and correct errors 	<ul style="list-style-type: none"> • Has <u>went</u>^{gone}
Indirect feedback (Direct location of errors)	<ul style="list-style-type: none"> • Locate errors • Locate errors and identify error types 	<ul style="list-style-type: none"> • Has <u>went</u> • Has <u>went</u>^{verb form}
Indirect feedback (indirect location of errors)	<ul style="list-style-type: none"> • Indirectly locate errors • Indirectly locate errors and identify error types 	<ul style="list-style-type: none"> • e.g. putting a mark in the margin to indicate an error on a specific line • e.g. by writing “verb form” (or “v”) in the margin to indicate a verb form error on a specific line

3. Direct Feedback

a. The Advantages of Direct Feedback

There have been many debates about the effectiveness of implementing direct feedback to the students' writing. In this part, it will be shown some advantages of direct feedback to improve students' writing adopted by some studies. The advantages of direct feedback are as follows.

1. Direct feedback is easy to correct and takes less time

Chandler (2003) finds that many students prefer accepting the indications and the corrections of their errors to only receiving the indications. The students also consider that direct feedback is the easiest correction because they know the correct form directly. By knowing the correct form directly, automatically the students get faster to rewrite their draft.

2. Direct feedback provides learners with explicit guidance

Referring to the definition of direct feedback proposed by Lee (2003), it can be seen that direct feedback will give the correct form of the errors or the explicit guidance. Ferris and Robert (2001) in Ellis (2009) suggest direct feedback is good for students who an English low proficiency level.

3. Direct feedback can be effective in promoting acquisition of specific grammatical features.

Sheen (2007) found that direct written feedback can help the students to improve focused grammatical features. Sheen's study revealed that the effectiveness of direct feedback is when the feedback focuses on a specific grammatical feature such as focusing on the English article.

4. Direct feedback has a positive effect on target language accuracy

Hashemnezhad & Mohammadnejad (2012) found that direct feedback is beneficial for the students' writing. The students can reduce their errors time to time especially in the aspect of grammatical accuracy namely verb tense,

preposition, and relative pronoun. This evidence is supported by Ferris & Roberts' study (2011) which found that feedback from a teacher improved accuracy over time.

To summarize, the most effective aspect of writing to be improved through direct feedback is in the grammatical aspect. It is appropriate to be implemented for the students who have low level proficiency because this technique provides the correct form of the errors in the students' writing.

b. The Forms of Direct Feedback

In the development of direct feedback, the techniques of giving direct feedback also change over time. The first form is proposed by Ellis (2009). The forms of feedback proposed by Ellis are in the area on giving written feedback in the students' writing. The forms are crossing out and unnecessary word, phrase, or morpheme; inserting a missing word or morpheme; and writing the correct form or near to the erroneous form. The example of those forms is presented below.

a	a	the
A dog stole ^ bone from^ butcher. He escaped with having ^bone. When the dog was		
over a	a	saw a
going through ^bridge over the river he found ^dog in the river.		

Secondly, Santos et al. (2010) divide direct feedback into reformulation and error correction. In the reformulation technique, the teacher or researcher makes a copy of the students' original text and reformulates each story. The example of the reformulation technique is as follows.

Original text: It was an excited afternoon.
exciting
Error correction version: It was an excited afternoon.

Based on the explanation above, it can be concluded that the form of giving direct feedback develops time by time. It is usually the combination with

another technique of feedback and also the combination with the aspect of writing itself.

B. Previous Research Studies

There have been many studies about teacher's direct feedback either experimental research or qualitative research. One of them is the study conducted by Hashemnezahd and Mohammadnejad (2012). The participants of this study were the students of 3rd year of undergraduate education. This study investigated the types of feedback given to EFL students during a 16-week study. The result of this study showed that corrective feedback often facilitates to students' skill to identify the existence of an error. This study also revealed that error feedback in the form of direct feedback is more beneficial than indirect feedback especially for proficient learners.

Another study about direct feedback is from Chandler (2003). The participants of this study were students from high intermediate East Asian college. This study took 10 weeks to realize two aims purposed by Chandler. The first aim was Chandler wants to show that students' correction of grammatical or lexical error reduces such errors in subsequent writing. The second aim was to know how error correction should be done. The result of this study demonstrated that the accuracy of students writing improves significantly. Related to direct feedback, this study also revealed that direct feedback is best for producing accurate revisions and students prefer it because it is the fastest and easiest way for them as well as the fastest way for teachers over several drafts.

On the other hands, there is also research that shows that direct feedback is not beneficial to improve the students' writing. The study was conducted by Liu (2008). This study had an aim to investigate L2 university ESL students' ability to self-edit their writing across two different feedback conditions: 1) direct correction with the correct form provided by the teacher; 2) indirect correction indicating that an error exist but without providing the correction. The results showed that both types of feedback helps students self-edit their texts. Although direct feedback reduced students' errors in the immediate draft, it did not improve the students' accuracy in a different paper. Indirect feedback helps the students reduce more morphological errors than semantic errors. Overall the results imply that providing corrective feedback on students' writing is not a sufficient way to improve students' accuracy in writing.

Those three previous studies are not similar to this study though the focus is on the direct feedback. This research is action research which involves students in the low proficiency level to improve their writing skill through teacher's direct feedback.

C. Conceptual Framework

Based on the discussions are presented in the previous section, it can be seen that the condition of the students' writing skill in the senior high school is not ideal. There is a gap between the demands of the curriculum of teaching writing in Senior High School and the facts found in the field. According to the curriculum, the students are expected to write an English text accurately, fluently,

and appropriately. Unfortunately, the students in the senior high school are almost never in producing a written text. The process of writing learning activity is rarely taught in the senior high school. It makes the quality of students writing surely low because the students seldom get activities to write. The students also seldom got feedback to their writings so the students did not know their errors in their writing and they cannot improve their weaknesses related to the errors in their writing.

The problems stated above are also found in SMA Negeri 1 Jogonalan. The writing skill was not taught well there. Accordingly, the students made some errors when they wrote an English text. The common errors that usually happen are related to grammatical, language, and mechanic aspects. It can be said that the quality of the students' writing skill in class XI IPS 3 at SMA N 1 Jogonalan is low. Regarding those problems, the researcher thinks and believes that providing feedback is an important stage in the writing process to improve the students' writing skill. This thought and belief are also based on the some review of theories stated in the previous chapter and also the previous research studies.

According to the preliminary observation class, many students intend their writing texts to be read and then given responses by their teacher. Then, by looking at the responses given, the students will know their errors and they will rewrite the text based on the responses which are given in the form of correction. The resource who gives feedback to the writing texts also becomes a consideration in the improving students' writing skill. A teacher is one of the resources who provide feedback to the students' writing. In the students' view, a

teacher is extremely helpful and important in developing their writing skills. Thus, the student writers give a great appreciation to the teacher feedback. One of the techniques for teacher feedback is teacher's direct feedback. This feedback refers to overt correction of students' errors, that is, a teacher locating and correcting errors for students. The teacher puts the symbol, codes, or comments right above or next to errors which is underlined or circled.

Considering the theory of action research, action research is conducted to change or to give a positive improvement to the situation in the classroom. This study is done to implement teacher's direct feedback in the responding stage of writing process to improve students' writing skill in class XI IPS 3 at SMA N 1 Jogonalan. At the beginning of the research, some problems related to the writing teaching learning process are investigated through the process of reconnaissance. As mentioned in the earlier paragraph, the students had difficulties in the aspects of writing namely vocabulary, language, and mechanic. In addition, the students in class XI IPS 3 are commonly considered as students in the low proficiency level. The action then implements teacher's direct feedback to the students' writing. The students who never get feedback from the teacher need to know their errors. Those errors can be known by the feedback given by the teacher. Because of the characteristics of students in class XI IPS 3 of SMA N 1 Jogonalan, the teacher needs to locate their errors and also gives the correct form directly. Students in the low level class which is usually the students also in the low proficiency level usually cannot know their errors. They usually cannot to correct

their errors. Therefore, the teacher's direct feedback should be implemented in class XI IPS 3 at SMA 1 Jogonalan.

CHAPTER III

RESEARCH METHOD

This chapter presents the method which has been used in the research. The chapter consists of the type of the research, setting of the research, subjects of the research, techniques of collecting data, the techniques of analyzing data, the validity and readability of the data, and the research procedure. Each of them will be presented in the following discussion.

A. Type of the Research

The type of the research was action research. In this research, the researcher identified the problems happening in the classroom especially about a writing skill and then proposed a way to bring changes or even an improvement. The researcher invited the English teacher as a collaborator to conduct the research in the area of technique and sharing information. Here, the researcher and the English teacher tried to make an improvement to the students' writing skill. The strategy used was teacher's direct feedback.

This research focused on the improvement of teaching-learning quality, particularly the students' writing skill. Because this research was also called collaborative research, it was conducted collaboratively and involved some cycles in its implementation. The teacher worked collaboratively with the English teacher to identify some urgent and practical problems found in the class, take some actions for the problems, and evaluate the effectiveness of the actions. The

actions were focused on the implementation of teacher's direct feedback. When the results of the actions have not been satisfying, the quality of the action to be implemented in the next action should be refined.

B. Setting of the Research

This part consists of two issues. They are the place and time of the research.

1. Place of the Research

This research was conducted in SMA N 1 Jogonalan. It is located in Jl. Solo-Yogya, Prawatan, Tegalmas, Jogonalan, Klaten. The researcher focused in class XI IPS 3. The class consisted of 36 students. The available rooms in this school are the principal room, the teacher's room, a room for guiding and counseling, an administration room, two school health units, a kitchen, a mosque, three canteens, four teachers' toilets, 16 students' toilets, 18 classrooms, a language laboratory, a chemistry laboratory, a biology laboratory, a library, and a computer laboratory.

Besides, various teaching media were provided there in order to support the teaching and learning process. Those teaching media were a whiteboard, a LCD placed in every class, some tape recorders, a television, and a VCD player put in the office. The class is considered as the less comfortable class. Because there is no fan in the classroom, it becomes hot. The class was also untidy because the unused things were put there such as the broken chair and the broken broom.

The room was equipped with one white board, one teacher table, one teacher chair, 19 desks and 39 chairs including one broken chair.

2. Time of the Research

The research was carried out in the second semester of the academic year 2011/2012, from January 11, 2012 to February 18, 2012. Reconnaissance was done by observing the teaching learning process at grade XI, and interviewing the English teacher and some students. It was conducted from August 6, 2011 to September, 14, 2011. It was continued by discussing the existing problems on the field to determine the focused problems to be solved and planning some actions to solve the problems. This research consisted of two cycles. The first cycle consisted of three meetings and the second cycles consisted of two meetings.

C. Subjects of the Research

The participants of this research were the researcher herself, the English teacher, and students of grade XI IPS 3 of SMA N 1 Jogonalan. Actually, there were 7 classes which were divided into four classes of science program and three classes of social program. By interviewing some English teachers in SMA N 1 Jogonalan, the researcher found that class XI IPS 3 was considered as the low level class. So, the researcher and the English teacher chose that class to be the subjects of the research.

During the implementation of the actions, the researcher acted as the teacher who taught the writing skill according to the lesson plans which had been

developed. The English teacher helped the researcher observed the teaching-learning process during the implementation stage.

D. Techniques of Collecting Data

The data in this research consisted of qualitative and quantitative data. The quantitative data were obtained by the scores of students' task from Task1 and Task 2. The qualitative data were the description of the process during the action, interview transcript, observation, field note and students' writing task.

To get those data, the researcher collected the data by using the similar data collection techniques as follows:

a. Interview

To get some information about the teacher's and students' opinion, belief, and experience, before and after the action was implemented, the researcher conducted interviews with the collaborator and students. The type of the interview was semi-structure or guided interview as proposed by Burns (2010). These types of interviews were still structured and organized but also more open.

b. Field Notes

This field note was used by the researcher and also the collaborator to record the events of this research from the reconnaissance, the planning, the actions, to the reflection of the research.

c. Class Observation

The researcher and the collaborator observed the teaching learning process in class XI IPS 3 and the students' progress in writing to get the information needed. Everything related to the students' behaviors, the teacher's actions, and the problems happening in the teaching learning process were noted by the observer. The researcher and the collaborator chose narrative observations (Burns, 2010) to be used in observing the teaching learning process in class XI IPS 3.

d. Documentation

Some pictures were taken during the teaching-learning process and the data collection process especially on the interview to the students and also to the collaborator. The pictures were taken to give the real condition during the teaching learning and learning process.

e. A writing test

A writing test was used to know the information about the students' writing skill after the implementation of teacher's direct feedback on the students' writing. Then, it was also used to know whether there was improvements of the students' writing skill or not.

E. Techniques of Data Analysis

After the data were procured from the actions conducted in the field, the researcher analyzed the data using some steps. The researcher used a process of

data analysis proposed by Burns (1999). The process of data analysis is as follows.

1. Assembling the data

The first step in analyzing the data is to assemble the data. Here the researcher gathered all the data obtained from interview transcript, field notes, narrative observations, and students' writing tasks. After gathering the data, the researcher scanned the data to show up the data so that the data can be compared and constructed.

2. Coding the data

Burns (1999) defines coding as a process of attempting to reduce the large amount of data that may be collected to more manageable categories of concepts, themes or types. In this process, after scanning the data, the researcher coded the data to identify the data more specifically.

3. Comparing the data

After the researcher coded the data, she compared the data before and after the action. The aim of the comparing data is to see whether the data are repeated or developed across different data collection techniques. This process had not interpreted yet but it merely displayed and described the data.

4. Building interpretations

After the researcher described, coded, and compared the data, she tried to think deeply about the data were saying. Sometimes these interpretations made

her came back to the data several times to ask some questions, rethink the connections and develop explanation of the bigger picture underpinning the research (Burns, 1999). The researcher also invited the collaborator to find new discoveries or interpretations of the data.

5. Reporting the outcomes

The final stage of this process is reporting the finding of the data to others. Since the data have been systematically collected and analyzed, it is needed to be shown in a report.

In addition, to score the quantitative data which were in the form of students' writing performance, the researcher composed a writing rubric proposed by Jacob et al. in Reid (1993) and calculated an inter-rater reliability. The rubric provides five aspects of writing namely content (16 points), organization (12 points), vocabulary (12 points), language use (12 points), and mechanic (8 points) which is weighted differently. The content was weighted the most points because it is for the reason of communicative effectiveness. Meanwhile, the mechanic was weighted the lowest points because it does not give a great effect to the meaning of the writing. Hence, the maximum score is 60, while the minimum score is 5. To give scores to the students' writing, the researcher invited the collaborator to give scores. Then, the researcher also assessed the inter-rater reliability by using Pearson's Product Moment coefficient correlation.

F. Validity and Reliability of the Research

To get the validity of the research, the researcher used several different kinds of validity proposed by Burns (1999). They are democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. To fulfill the democratic validity, the researcher conducted interviews with English teacher, and some students to share their thoughts, comments, or advises in the action which had conducted. To fulfill the outcome validity, the researcher used teacher's direct feedback to improve the students' writing skill. To fulfill the process validity, the researcher conducted two cycles which was in each cycle consisted of planning, actions and observations, and reflection steps. To fulfill the catalytic validity, the researcher asked the students' responses to the changes occurring to themselves. Finally, to fulfill the dialogic validity, the researcher invited the English teacher to be a collaborator.

Meanwhile, the reliability of this research was obtained by giving the genuine data, such as a field note and interview transcripts. To gain the trustworthiness and avoid subjectivity, the researcher used triangulation. There are four kinds of triangulation purposed by Burns (2010) namely time, space, researcher, and theory triangulation. In this research, the researcher merely used time and theory triangulation. To achieve the time triangulation, the researcher interviewed students and the English teacher at the beginning, middle, and end of the course. To achieve the theory triangulation, the researcher consulted documents related to the writing teaching-learning process and also developed theoretical ideas from her observations and reflections.

Because the data of the research were not only qualitative data but also quantitative data, the next discussion will present the validity and also the reliability of the quantitative data. According to Suharto (2006), there are two kinds of validity to fulfill the validity of quantitative data namely content validity and construct validity. Wiersma and Jurs (2009) state that content validity is the process establishing the representativeness of the items with respect to the domain of the skills, tasks, knowledge of whatever is being measured. McKay (2006) defines construct validity is the degree to which the instruments used in a study measure the construct that is being examined.

To get the content validity, the researcher used standard of competence and basic competency of the writing skill in the senior high school class XI IPS in the second semester stated in School Based Curriculum 2006. Meanwhile, to get the construct validity, the researcher used the writing score rubric purposed by Jacob et al. in Reid (1993). This separates various factors and skills to diagnose writing strengths and weaknesses. This scoring consists of five categories namely content, vocabulary, organization, language, and mechanic. The five aspects are weighted to emphasize first content (16 points) and mechanic receiving very little emphasis (5 points) with language use, vocabulary, and organization equally (12 points). The rubric of the students' score is attached in the appendix.

According to McKay (2006), there are two kinds of reliability of quantitative data namely internal and external reliability. McKay defines internal reliability is the extent to which someone else analyzing the same data would come up with the same results. Internal reliability can be judged through inter-

rater reliability or intra-rater reliability. On the other hand, external reliability deals with whether or not another researcher, undertaking a similar study, would come to the same conclusions.

In this research, the researcher used internal reliability which is judged through inter-rater reliability. The researcher and the collaborator gave scores to the students' writing in task 1 and task 2. Then, to calculate the reliability of the students' score, the researcher used the SPSS 16 windows program. The inter-rater reliability of two raters was 0.86 in the first task. It means that the two raters agreed on their rating 86% of the time and disagreed 14% of the time. Meanwhile, in the second task, the inter-rater reliability of two raters was 0.90. It means that the two raters agreed on their rating 90% of the time and disagreed 10% of the time.

G. Procedure of the Research

1. Determining the thematic concern- reconnaissance

The researcher conducted reconnaissance to know the concern of students in English writing. Based on the interviews with the English teacher, and some students, the researcher found some problems in the writing teaching learning process. Some students who were interviewed said that they had difficulties in using tenses, spelling, using pronouns, generating ideas, and using verbs. The English teacher also said the same thing. Based on the observation in the classroom, the researcher found that there was no correction or detail feedback to the students' writing from the teacher. Therefore, the researcher thought that

feedback which comes from the teacher directly was the appropriate way to improve the students' writing skill.

2. Planning

After finding the problems in the writing teaching learning process, the researcher then determined the action that was possible to be done with the collaborator. The researcher and the collaborator discussed and decided the technique and the instruments used in the action. The researcher and the collaborator also designed the lesson plans including the material to be taught to the students in the actions.

3. Action and observation

After the planning was agreed, the researcher implemented an action into the class. The researcher developed the action into two cycles. The first cycle consisted of three meetings, and the second cycle consisted of two meetings. The researcher and the English teacher observed the classroom activities and recorded the activities by taking notes. Based on the observation, the researcher and the English teacher then discussed the implementation of the actions to the students.

4. Reflection

The researcher reflected the actions after each cycle was completely done. The researcher asked the collaborator's insight to reflect whether the action was implemented effectively or not, and whether the action had improved the students' writing skill or not. The students were also interviewed to investigate the effect of

the actions towards the students' writing learning process. Both the effectiveness and the ineffectiveness were evaluated. If the action could make a change in the skill of students' writing, then the implementation of the action was effective. On the other hand, if the action was not satisfying, the researcher needed to modify the action.

CHAPTER IV

RESEARCH FINDINGS

Chapter IV presents the process of the research conducted in Cycle I and Cycle II, the result of the research, and the interpretation of the findings. Each cycle in this research consists of planning, actions and observation, and reflection. This chapter also presents the quantitative data obtained during the research to support the qualitative data. The details of the research processes are presented below.

A. Research Process

The first step done by the researcher in this research was doing an observation in the classroom and wrote a vignette that showed the teaching-learning process. The vignette of the observation and some problems that are found in the observation are presented below:

On Wednesday morning at 09.15 – 10.15 in 14 September 2011, class XI IPS 3 had an English lesson. That time was different from another day because there was a seminar held by students of KKN PPL. So, the time was reduced for one half hour.

The bell rang at 09.10, and the teacher came to the class of XI IPS 3 at 09.20. When the teacher came in, the students had not been ready yet. It can be shown by their activities. Some students were still outside. Some students who were in the classroom were still on their business such as chatting, playing guitar, running, and hemming their sport clothes. There were still Javanese books, religion books and sport clothes in the students' desk. Those were used for the previous lesson.

The teacher walked toward his desk. He seemed busy in preparing the materials. In the same time, the students who were still outside came to the class one by one and then all the students of class XI IPS 3 were in the classroom. After more or less three minutes, the teacher stood up and greeted the students. “*Assalamualaikum*. Good morning students?”. Some students apparently took the English book in their bag. Then, the students responded the greeting by saying “good morning, Sir”. The students did not respond together. The response merely came from the students who sit in the front line. It was probably caused by the low voice of the teacher and also the noisy class. Many students still talked and chatted to their friend either to the one side or to the behind side.

The teacher ignored the students’ response and then went on with reviewing the last material by asking students. There were no answers from the students. There was no attention to the teacher. The teacher still ignored the students’ response and then answered the question by himself that the previous meeting was about conditional sentence, and there was homework for the students. Then, the teacher called on two girls sitting in the first line to come forward to do the homework. Then, the two girls who were sitting next to each other came forward to do the homework. One white board was used to two students and two sentences. The homework was to change a sentence into conditional sentence type one, two, and three.

While two students were writing down their answer on the white board, the teacher checked the students’ homework by walking around from one desk to another desk. The class was still noisy. The students still kept chatting, and talking to each other. Two students laid their head down to their desk. Two girls look at themselves to the mirror. Some students helped to one of female students to transfer hand body. The class was noisy. The students’ voice was louder than the teacher’s voice. Almost all of students were busy with their own activity. Yet still about eight students looked at the white board. At first, the teacher did not warn the students to keep silent. Yet the class was too noisy and then the teacher asked the students’ attention with his low voice. The class was still noisy. Then, one of the male students spoke loudly to the class using Javanese, “*Woi,,do menengo cah*”. Suddenly, the class was silent, and the teacher went on with the explanation.

After finishing the explanation about the formula of the conditional sentence, the teacher moved to the next activity that is, to change the conditional sentence into factual sentence. The teacher asked the students to try to change the sentences in the white board into the factual sentence. First, there was no response to the question. Most of the students backed to their previous activity that was chat and just few students gave attention. Then, the teacher tried to lead the students to change the sentence. The teacher changed the sentence slowly. Because there was no response, the teacher asked the students to answer. “*Ayo,,apa terusnya?*”, asked the teacher. Some students seemed to murmur. After waiting for some seconds, the teacher finally decided to complete the factual sentence. Next, the teacher led the students to change the next sentence. The teacher started to write the subject, and then asked the students to answer the next. “*hayo,,verbnya diganti apa?*”, asked the teacher. Next, the students murmured. Then, one of the students answered loudly and the teacher confirmed, “*yak,,benar*”.

After that, the teacher asked the students to do the exercise in the book. Yet the students said “*aah*” meaning that they were unwilling to do the exercise. Next, the teacher ordered to do the first exercise or the first number together. Then, the students yelled. After doing the first questions together, the students were asked to do the rest number. The teacher gave several times to the students to do the exercise. After discussing the answer of the exercises, the teacher asked students to make some sentences containing conditional sentences. There were many students who did not bring dictionary so they often asked to the teacher the English for some words. The teacher walked around to check the students’ activity. The bell rang and the teacher ended the class.

Based on the preliminary class observation in class XI IPS 3 of SMA N 1 Jogonalan and interviews with some students, the researcher found thirty five problems in the English writing teaching learning process. The problems are listed below.

Table 3. Problems in the Teaching Learning Process in class XI IPS 3 at SMA N I
Jogonalan Klaten

No	Problems	Codes
1	The students had not been ready yet when the teacher came to the class	S
2	The students made noisy in the classroom	S
3	The students laid their head in the desk when the teacher explained in the front of the class	Med
4	The students chatted with other students in the teaching learning process	S
5	The sport clothes were still in the students' desk	S
6	The teacher's voice was low	T
7	The teacher did not check the attendance list	T
8	The teacher was not assertive	T
9	The teacher did not ask students whether the students were ready or not yet to start the lesson	T
10	The teacher did not warn the students who were still noisy	Meth
11	The students did not give response when the teacher asked some questions to the students	S
12	The teacher used Indonesian when he reviewed the previous meeting	T
13	The teacher did not make interaction to the students when the teacher was explaining in the white board.	T
14	The teacher wrote the formula of grammar in Indonesian	Meth
15	The students were less motivated	Meth
16	The classroom was hot so that students were not confidence	F

17	The students did not take a note to the teacher's explanation	S
18	The students seldom write a text	S
19	Most of students did not bring dictionaries	S
20	The students had difficulties in generating ideas	S
21	The students were confused in using tenses	S
22	The students still do many mistakes in using appropriate verb	S
23	The students were confused in using connection word in a paragraph	S
24	Some of students who had low knowledge were difficult in getting idea for their writing	S
25	The students had difficulties in the spelling	S
26	There were no a printed dictionary which serve an appropriate vocabulary in a context	M
27	The students still did many errors in using pronoun so that the cohesion was not achieved.	S

Continued

Continued

No	Problems	Codes
28	The teacher less used English	T
29	The teacher often used Indonesian and even Javanese	T
30	The teacher did not close the class using closing expression	T
31	The teacher did not give advise or motivation to the students	T
32	The interaction between students and teacher was low	Meth
33	There were no electronic media	Med
34	The source of learning was just from course book	M

35	The teacher cannot manage the time so that not all students' desk were visited by him	Ti
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S: Students T : Teacher M : Material Med : Media Meth : Method Ti : Time

F: facility

After listing all the problems in the English writing teaching learning process, the researcher and the teacher discussed to group the problems which were in seriousness, urgency, and feasible level to be solved. The problems that are listed below are based on the seriousness level.

1. The students made noisy in the teaching learning process.
2. The students had low motivation in studying English.
3. The teacher's voice was low.
4. The teacher was not assertive.
5. The teacher did not warn students who were noisy.
6. The teacher did not make interactions to the students when the teacher was explaining in the white board.
7. The students had difficulties in generating ideas.
8. The students were confused in grammar especially tenses.
9. The students had difficulties in using appropriate verb in a sentence.
10. The students had difficulties in using connection words.
11. Some students who had low knowledge were difficult in getting idea to their writing.
12. The students had difficulties in the spelling.

13. The students had difficulties in using pronoun.

After the researcher and the English teacher grouped the problems in seriousness and urgent level, then the researcher and the English teacher discussed to decide the problems which are urgent and serious to be solved. The problems are listed below.

1. The students had low motivation in studying English.
2. The students made noisy in the teaching learning process.
3. The teacher did not make interaction to the students when the teacher was explaining in the whiteboard.
4. The students had difficulties in generating ideas.
5. The students were confused in using grammar especially tenses.
6. The students had difficulties in using appropriate verb in a sentence.
7. The students had difficulties in using connecting words.
8. The students had difficulties in writing down the spelling.
9. The students had difficulties in using pronoun.

From the list of the problems above, the researcher and the English teacher discussed the serious, urgent and feasible problems which are related to the students' writing skill to be solved soon. There are three problems.

1. The students had difficulties in generating ideas.

2. The students had difficulties in mechanic especially in the spelling aspect.
3. The students had difficulties in the language aspects.

Since the problems above are related to the writing skill, the students need activities which can improve their writing skill. They need to practice to write and learn the errors from their writing especially relating to their difficulties in the writing aspects. This process can be said as a valid process because it was laid on the concept of democratic validity in which the researcher interviewed some students to find their difficulties in the writing and also the teacher to find the solution.

Furthermore, this part describes the process of Cycle I and Cycle II. The process in each cycle is discussed below.

1. Report of Cycle 1

a. Planning

As mentioned before, the main problems are related to the writing skill during the writing teaching learning process. The students have difficulties in generating ideas, writing the spelling, and also using the language correctly. Besides those problems, the students also often make noisy in the teaching and learning process and also had low motivation in writing.

In the planning session, the researcher and the collaborator determined the lesson plan including the materials, the classroom activities, and also the

assessment of the writing. Because the curriculum of the writing skill is based on the genre, then the researcher and the collaborator discussed the genre which was stated in the standard of competence to teach writing. After that, the researcher and the collaborator chose a spoof text to be a model of the text. Next, the researcher and the collaborator decided the assignment, and the assessment. This first cycle is consisted of three meetings which fulfill the stages in the model of genre based approach namely building knowledge of the field, modeling of the text, joining construction of the text, and construction a text independently.

In the stage of building knowledge of the field, the researcher and the collaborator planned to give a funny video which shows a person's funny experience and also invite a student to tell his/her funny experiences in the classroom. After that, in the modeling of the text, the researcher and the collaborator planned to show a text titled "Fixing the Headstone" to give a model of a spoof text and also explain the parts and the language features in the spoof text. Next, the teacher and the collaborator also planned to give some exercises for the students to join the construction of the text by rearranging the jumbled sentences into a good paragraph based on the parts of the spoof text. Finally, to construct a text independently, the researcher and the collaborator planned to follow the writing process namely planning, drafting, editing, and producing a final version. In the planning process, the researcher and the collaborator planned to use a free writing technique which the students can write anything based on their funny or embarrassing experiences. Then, after the students had produced the first draft, the researcher and the collaborator planned to give teacher's direct

feedback in their writing both in the written form and also oral form. The oral feedback was planned only to emphasize the written feedback. After that, the researcher and the collaborator planed to hang the students' writing back in order to be edited and submit again as a final version.

b. Actions and Observations

1. First Meeting

The first meeting was held on January, 11, 2012. The researcher acted as the teacher, and the collaborator became the observer. The teacher and the observer came to the class at 09.15. The teacher started the teaching learning process by greeting and checking students' attendance. After that, the teacher reviewed the previous lesson by asking students. "What had you learned in the previous meeting?", asked the teacher. The students answered, "Spoof".

Then the teacher played a funny video to make an apperception. The students laughed at the story played on the video. Next, the teacher asked the students, "Do you have any funny or embarrassing experiences?". There was no answer from the students. The teacher asked for the second time but there was still no answer. Then the teacher asked to the students whether the video funny or not. Some of the students answered that the video was funny and some students gave no answer. It can be seen from the following filed note.

Terlihat para siswa tertawa terbahak-bahak ketika menyaksikan video tersebut. Ada juga siswa yang mengatakan, "wis tau, wis ngerti". Namun mereka yang berkata seperti itu juga tertawa melihat tayangan videonya. Setelah selesai, P bertanya kepada para murid. "Lucu ga videonya?", tanya P. Banyak siswa yang menjawab, "Ga lucu, Ga lucu". P hanya membalas jawaban mereka dengan senyum dan berkata, "Ga lucu tapi koq ketawa". "hahahaha", para siswa tertawa kompak

.....

(The students laughed at the story in the video. There was also a student who

After that, the teacher said to the students that the video told about an embarrassing experience of someone and informed to the class that the lesson today was about a spoof text.

The teacher told that the video was related to the lesson that day. Then the teacher showed a text titled “Fixing the Headstone”. The teacher discussed the content of the story with students. Because there was only a student who brought a dictionary, the teacher then asked some students to write down the difficult vocabularies on the white board. After that, the teacher gave time for the students to reread and pointed one of the students to come forward to retell the story.

Next, the teacher showed and explained the parts (generic structure of the spoof text) namely the introduction, events, and also the twist. The teacher then applied the theory to the text titled “Fixing the Headstone”. The teacher also explained the language features usually used in the spoof text. The language

features is past tenses. The teacher showed verbs in the text which used past tenses.

The teacher asked the students whether there were questions or not. Because there were no questions from the students, the teacher then asked the students to rearrange jumbled sentences into a good paragraph. The teacher showed the jumbled sentences.

When the students were reading the text, the bell rang. The teacher then informed to the students to prepare a funny or an embarrassing experience for the next meeting. The teacher then ended the class.

2. Second Meeting

The second meeting was held on January, 18, 2012. The researcher acted as the teacher, and the collaborator became the observer. To start the teaching learning process, the teacher greeted and checked the students' attendance.

The teacher then reviewed the last material by asking students about the parts and also the language features of a spoof text. The teacher also showed again the previous text about the jumbled sentences. The teacher then asked the students to arrange the jumbled sentences into a good paragraph, and determine the introduction, the events, and also the twist. The teacher invited a volunteer to arrange the paragraph and also determine the parts of a spoof text.

After that, the teacher led the students to discuss past tenses. The teacher recalled the students' memory about the past tenses by showing the formula and

also the example of past tenses. Then the teacher checked the students' understanding by asking for questions. There were no questions from the students. Because there were no questions from the students, the teacher gave an activity to the students related to past tense. The activity was to complete the missing words in a sentence.

The students started doing the task. The teacher walked around to check students' activities. This situation can be seen from the following picture.



Figure 2. The teacher walked around to check the students' activities

After a while, the teacher and the students discussed the task. The teacher commanded some students to read their answer. The students answered the tasks correctly. Then, the teacher asked for questions from the students.

Because there were no questions from the students, the teacher then asked the students to make a paragraph of a spoof text by considering the parts of the spoof text and also the language features usually used. The teacher distributed the

worksheet to the students. Some students grumbled because they were asked to make a story.

After a few minutes, the teacher walked around to the class. She found many students especially the boy had not written down anything. When the teacher asked to them, they said that they were thinking about their embarrassing experience. Some of them also said that they were confused to write down their ideas. The teacher then motivated them and also stimulated them to get ideas and also to construct the first sentence. This condition can be seen from the following field note.

Setelah 10 menit berlalu, GBI berkeliling kelas untuk mengontrol aktivitas mereka. Ketika sampai di salah satu meja murid, T melihat lembar kerja murid masih kosong. Kemudian GBI bertanya kepada murid itu. "Minngir, kok kertasanya masih kosong?, tanya GBI. "ga punya cerita he Bu", jawab Minggir. "Masa, ayo coba diinget inget, pasti ada. Hidup Minggir kan lucu", nasehat GBI.

.....

After several minutes, the teacher walked around the class to control the students' activities. When she arrived at one of the students table, the teacher looked at the student's worksheet which was still blank. Then, the teacher asked to the student, "Minggir, why is your worksheet still blank?". "I don't have any funny experiences Miss", Minggir answered. "Really? Try to remember, I am sure that you have much funny experience", the teacher advised.

Field Note, January, 18, 2012

Before the time was up, the teacher asked the students to submit their work as is. Some of the students yelled. The teacher kept asking the students to submit their work. After the bell rang, the students submitted their writing one by one. The teacher informed the students that she would give feedback to their writing

and handed back their writing next week to be rewritten and completed. Finally, the teacher ended the class.

3. Third Meeting

The third meeting was held on January, 25, 2012. In that meeting, the researcher acted as the teacher and the collaborator became the observer. The teacher started the class by greeting, praying, and checking attendance list. After that, the teacher reviewed the activity in the last meeting. Then, she distributed the students' writing to the students. She commanded the students to see their writing. Some students laughed when they saw their writing. She told the students that the correct form in their writing was called feedback.

The teacher then gave feedback orally to the students' writing. She just emphasized the common mistakes made by the students. First, she showed two pictures which were taken from the students' writing that was only two sentences. The teacher then asked the students about their opinions to the pictures showed in the monitor. That condition can be seen from the following field note.

GBI bertanya kepada murid-murid, “Apakah itu termasuk sebuah spoof text?”. beberapa siswa menjawab tidak. Kemudian GBI bertanya lagi. “Apakah text itu ada introductionnya?, Apakah ada events nya? Apakah ada twistnya? Beberapa siswa menjawab dengan jawaban tidak.

.....

The teacher then asked the students, “Is that a spoof text?”. Some students answered no. The teacher then asked some questions to the students related to the picture showed. “Does it contain an introduction of a spoof text?”, asked the teacher. “Does it contain events?”, asked the teacher. “Does it have twist?”, asked the teacher. Some students answered no.

Field Note, January, 25, 2012

After that, the teacher explained again that a spoof had parts namely the introduction, events, and the twist. The teacher then emphasized the students to pay attention with the parts of the spoof text.

Secondly, the teacher gave feedback about spelling and punctuation. She also showed some students’ writing which had mistakes in the spelling and punctuation. Thirdly she gave feedback about fragment. She explained to the students that a sentence consisted of at least one subject and one verb. She then showed some mistakes from the students’ writing to the students for the example. After that, the teacher asked to the students whether there were questions or not. Because there were no questions, the teacher gave some exercises related to the sentence mistakes. She took some mistake sentences from the students’ writing especially which had mistakes in spelling, punctuation, and fragment.

The students were asked to do the exercise. After a while, the teacher discussed the answer together with the students. After that, the teacher informed to the class to repair their writing and submitted their work four days after the meeting. The bell rang and the teacher ended the class by saying goodbye.

c. Reflection

Based on the action and observation was done in Cycle 1, there was no big difficulty in transferring the material about the spoof text either about the parts or the language features. The students could arrange the jumbled sentences about the spoof text based on the parts namely the introduction, events, and also the twist. Yet there was only one difficulty in that activity. That was many students who are not familiar with the vocabularies in the text and many of them did not bring a dictionary. So, the teacher had to guide them to know the story by serving mini dictionaries in the white board.

The students not only had understood the parts of the spoof text but also had got about the function about the spoof text. They could answer when the teacher asked them about the function of the spoof text. Then, they could also use simple past tense in a sentence level in the exercises given. The students who were asked to answer the questions answered correctly. Moreover, those can be proofed by these followings interview which were done by the researcher and some students. The followings are some interviews transcript that showed the students' knowledge about a spoof text.

- P :*Kemarin ngerti ga dek tentang materi yang diajarkan? Tentang spoof text?*
(Did you understand the materials which had been taught? about spoof text?)
- S9 :*Ngerti mbak nek mong teorinya.*
(I only understand the theory Miss)
- P :*Kalau bagian-bagiannya dari spoof text tau ga dek?*
(Do you know the parts of a spoof text)
- S9 :*Yang mana mbak?*
(Which one Miss?)
- P :*Generic structurya dek?*
(The generic structure?)
- S9 :*Yang introduction, events, twist, kaya gitu mbak?*
(It is introduction, events, and twist, isn't it?)
- P :*Iyo dek. Trus tau kan twist itu apa?*
(Yes. Do you know what twist is?)
- S9 :*Bagian sing lucu kan mbak?*
(It is the funny part, isn't it)
- P :*Yup betul. Kalau pas ngerjain soal past tense itu yang suruh ngisi di kalimat yang ga lengkap itu donk ga dek?*
(Yes. Did you understand when you were asked to fill blank sentences with past verb?)
- S9 :*Nek cuma ngisi kae sih mudeng-mudeng aja mbak. Tingal diisi karo verb dua kan?*
(It is still easy to fill the blank sentences. Just filled with past verb, right?)

Interview-15 February 2012

Based on the interview above, the teacher thought that the explanation about the spoof text was clear enough. This thought was also supported by the collaborator's opinion. The interview transcript with the collaborator was presented below.

- P : *Pak, Erfak, menurut bapak, tadi anak-anak kelihaatan paham ga pak tentang spoof text?*
 (Sir, do you think that the students understand about the spoof text)
- GBI : *Ya mbak, kalau tentang teorinya mereka masih bisa mbak. Biasanya mereka juga hafal bagian-bagian dari sebuah text itu. Kalau suruh nyebutin apa language featurenya, mereka juga pasti bisa. Tapi, mereka pasti nanti ga bisa pas menerapkannya mbak.*
 (Yes, they do. The theory of a spoof text is still easy for them. They usually remember the parts and language feature of a spoof text but they had difficulties to implement the theory.)
- Interview-21 January 2012

In the second meeting, after the explanation and the exercises of the spoof text were considered clear by the teacher and the interview with the students and also the collaborator, the students had to write a spoof text based on their experience. In this activity, most of the students seemed facetious in doing the task. They did not do the task but they chatted with their friends and even slept. When the teacher came to one of their tables, they stopped talking and started writing. The teacher looked at their writing and found no words in the worksheet. The evidence of the condition can be seen in the following interview.

- P : *Minggir, kok belum mengerjakan sama sekali? Ada kesulitan?*
 (Minggir, why is your worksheet still blank? Any difficulties?)
- S18 : *Bingung he mbak mau nulis apa. Ga ada ide.*
 (I am confused Miss. I do not have any ideas.)
- P : *Kamu punya cerita lucu ga? Pengalaman lucu mungkin?*
 (Do you have any funny stories or funny experiences)
- S18 : *Ga he mbak.*
 (No, I do not.)

Interview-18 January 2012


Based on the interview above, it can be seen that the students had difficulty in getting and generating the idea. They did not have ideas for their writing. They were also confused to write their ideas into English sentence.

To make them write, the teacher set time pressure by telling the students that they had to submit their writing after the class finished. After they submitted their writing, the teacher gave direct feedback to their writing. Not all students submitted the assignment. The number of students who submitted the assignment was merely thirty three students and it meant that there were three students who did not submit their work. Among thirty three students' writings, there were six writings which contained the same writing. That condition was really same as the collaborator's statement in the previous interview that many students in that class usually copied from the other students and also many students did not submit the assignments. The example of direct feedback given to the student's writing is follows.

Students' Worksheet

Name : Ayunda Maharani

Class : XI IPS 3

Instruction: 

Remember your past experience especially your funny or embarrassing incident that happened to you. Write down that story in a paragraph in the blank place below.

One day, ^{My mother and I} ~~I~~ and my mother ^{went} ~~going to~~ minimarket. Till in the minimarket, my mother without ^{realizing} ~~relaxing~~ ^{to} liberated his slipper in front of the ^{minimarket's door} ~~door~~ mini market. Then people ^{who} ~~that~~ saw this accident ~~was~~ laughed because my mother ^{conscious?} ~~conscious~~. After I ^{talked to} ~~talk~~ my mother, my mother yes ^{celebr?} ~~celebr~~.

- Go on Ayunda ...

Figure 3. Students' Writing in the Cycle 1 before Getting Teacher's
Direct Feedback

Based on the students' writing above, it can be seen that many students still have difficulties in writing. The first aspect is the content. As it was said before, they had difficulty in getting ideas and also generating ideas. The content already showed the subject but it was incomplete and had little of supporting details. So, it made the content contained little substance. This is also proved by the collaborator's statement. The interview is presented below.

- R : *Pak, menurut Pak erfak, bagaimana tulisan ini dilihat dari contennya pak?*
(Sir, what do you think about this writing if it is viewed by the content aspect?)
- GBI : *Ini masih kurang mbak. Kemarin mereka pas di kelas itu susah dapet idenya ya mbak, jadi waktunya habis hanya untuk mencari ide saja.*
(It is still incomplete. In the last meeting, I also saw that many students wasted their time to think about the idea).
- R : *Iya he pak, kemarin kan kita mau mencoba untuk free writing pak. Bisa buat pelajaran pertemuan berikutnya pak.*
(yes Sir. We wanted to try free writing before. It may be able to become a lesson for the next meeting Sir).
- GBI : *Iya mbak, biasanya saya ngasih topic gitu. Mereka itu mbak, kebanyakan pada tidak mau mengerjakan, kalau mengerjakan pun nanti pasti banyak yang sama.*
(I agree with you Miss. I usually give them a topic but this time I wanted to try another method Miss. Miss, they usually do not want to do the assignment. If they did the assignment, they usually copied from their friends).
- R : *Oh gitu ya pak.*
(Oh, I see Sir).

Interview-21 January 2012

Based on the interview above, the collaborator agreed that the students had difficulties in getting ideas. They usually took a long time to think or find ideas in a short time, for instance, in the classroom activity. In fact, they could find any ideas, but it would take a long time. So, the collaborator and the teacher used those conditions to design the next task by giving a picture board for the topic of the writing activity.

In the aspect of organization, many students gave attentions to the parts of a spoof text namely introduction, events, and also twist. Many of their writings already contained the parts of the spoof text though that was still not enough for

supporting and development sentences in each part. When they did not complete the parts of the spoof text yet, they merely needed more time. However, there were also students who ignored about the parts of the spoof text. It was loosely organized but the main idea also already stood up.

Then, the second aspect was laid the language aspect. Based on the students' writing above, it can be seen that the students had difficulties in the agreement. Between one sentence and other sentences, that used different tenses. Then, the tense was also not relevant with the adverb of time. The following presents students' difficulty in the aspect of tenses.

- | | |
|-----|---|
| P | : <i>Dek, tadi pas nulis, kesulitanya apa dek?</i>
(What were your difficulties in writing just now?) |
| S15 | : <i>Bingung mbak,,bingung grammarnya mbak, apa lagi tenses. Aku blas ga donk tentang tenses mbak.</i>
(I was confused Miss especially about tenses. I did not really understand about tenses) |
| P | : <i>Bagaimana dek yang bingung?</i>
(What make you confused?) |
| S15 | : <i>Piye yo mbak ngomonge,,,Aduh bingung aja ni mau pake tenses apa gitu.</i>
(I did not know Miss. I was just confused to use tenses). |

(Interview, 18 Januari 2012)

The collaborator also said about the students' difficulties in using tenses in a sentence. The interview is as follows:

P	: <i>Pak, kalau dari segi language terumata tensesnya gimana pak?</i> (Sir, what is about the tenses?).
GBI	: <i>Iya mbak. Masalah anak-anak dari dulu memang terletak pada tenses. Mereka sering sekali membuat kesalahan tidak menggunakan tenses yang sama di dalam kalimat. Padahal jelas sekali disitu keterangan waktunya adalah past tense. Dari dulu mbak sudah diberi tahu, tapi ya namanya anak-anak. Mereka kebanyakan langsung lupa gitu aja.</i> (This is a classic problem Miss. They often did not use similar tenses in a sentence. I told them many times but they easily forgot).
	Interview-25 February 2012

Again, in the language aspects, they also often made fragments. Some of their writings had fragments in which it is lack of a subject or verb in a sentence. Then, they were still confused about the word order. In that example, the students found difficulties in constructing the parts of speech in a sentence and sometimes it made the meaning confused. In the vocabulary aspects, the students still translated their first language into English and sometimes that made the meaning obscured.

Most of them also often ignored the mechanics in writing especially the punctuation. They thought that those were not so important in the writing aspects. The evidence is presented below.

- R : *Dek, kalau masalah punctuation atau tanda baca dalam kalimat, apakah kalian memperhatikan akan hal itu?*
(Did you pay attention about the punctuation in your writing?)
- S9 : *Haha..aku ga nggeh masalah itu mbak. Sering ga ta perhatikan. Karena menurutku itu ga termasuk dalam penilaian mbak. Hehe.*
(Haha..No, I did not Miss. I never gave attentions because I thought that that was not important).

Interview-15 February 2012

- R : *Dek, kalau masalah punctuation atau tanda baca dalam kalimat, apakah kalian memperhatikan akan hal itu?*
(Did you pay attention about the punctuation in your writing?)
- S5 : *Ga he mbak*
(No, I did not Miss).
- R : *Kenapa dek kok ga diperhatikan?*
(Why did you not pay attention with the punctuation)
- S5 : *Ya lupa mbak..*
(I forgot Miss)
- R : *Tapi tau ga kalau masalah tanda baca itu penting?*
(Did you know that punctuation is also important?)
- S5 : *Ga tau he mbak..hehe*
(No, Miss...I did not know).

Interview-15 February 2012

In the third meeting, the teacher gave an oral feedback to the students by focusing on some writing aspects such as contents, organization, language and mechanic because those aspects were considered feasible by the teacher and the collaborator. The teacher showed some students' writing to be displayed the mistakes and then the teacher gave a little explanation. The teacher and the collaborator thought that the students in XI IPS 3 may do not pay attention to the feedback given in their writing. So the collaborator and the teacher thought that they need an oral feedback to stress the written feedback given. The evidence of that thought is presented below.

- P : *Pak, perlu ga ya pak dikasih oral feedback ke mereka?*
(Sir, according to you, is it needed to give some oral feedback to the students?)
- GBI : *Dikasih aja mbak. Karena mereka itu mbak pasti banyak yang tidak memephatikan tentang feedback yang diberikan. Dikasih penjelasan aja secara oral kadang juga mereka tidak memperhatikan.*
(I think it is needed because they often did not pay attention to the written feedback given. You know Miss,,they even often did not pay attention to the oral feedback).
- P : *Oh gitu Pak. Kira kira perlu menekankan pada apanya ya pak?*
(Oh...Mmm...Sir, for the oral feedback, what aspects do you think to be stressed to them?).
- GBI : *Kalau menurut mbak apa?*
(What do you think Miss)
- P : *Hehe. Kalau saya sih pak masalah content, language dan mechanic. Karena kan banyak dari tulisan mereka yang tidak memenuhi bagian-bagian dari spoof text. Kalau language itu pun nanti paling hanya untuk past tense, agreement, dan fragment. Dan juga takut overwhelming Gitu pak. gimana menurut bapak?*
(Hehe..To me, we need to give oral feedback in content, language, and mechanic. Many of the students' writing were not incomplete on the parts of the spoof text. Then, I think it is impossible to explain all the mistakes made because that may be overwhelming. How?)
- GBI : *Ya mbak, itu saja mbak. Saya setuju mbak.*
(Ya..I agree with you Miss).

Interview-21 January 2012

After the teacher gave oral feedback to the students, she distributed the students' first draft and then she asked the students to rewrite their writing by considering to the feedback given. In this session, there were no students who asked about the feedback given. Many of them even did not want to rewrite because the limit of the time but the teacher kept instructing them to rewrite. Because the time was up and many students had not finished yet, the teacher let them to work at home.

When the students were asked to submit their final draft, there were twenty eight students who submitted the final draft. The following writing is one of the students' writing after getting direct feedback.

Students' Worksheet

Name : Ayunda Maharani

Class : XI IPS 3

Instruction:

Remember your past experience especially your funny or embarrassing incident that happened to you. Write down that story in a paragraph in the blank place below.

One day, my mother and I went to mini market. Till in the mini market, my mother without realizing liberated his slipper in front of the mini market's door. Then people that saw this accident laughed because my mother not realize. After I ~~talk~~^{talked to} my mother, my mother ~~yes~~ realized.

Then my mother put on his slipper and went to straight to the mini market for ~~shop~~^{shopping}. After ~~shop~~^{shopping}, my mother ~~out~~^{leaved} of the mini market with a sense of shame because ~~she did~~^{she did} that stupid thing.

Figure 4. Students' Writing in the Cycle 1 after Getting Teacher's Direct Feedback

Based on the writing above, it can be seen that there are some improvements in the aspects of content, language, and mechanics. In the term of language aspects, many students used past tense and also the mistakes on

agreement decreased. Many of them also made little mistake in mechanics even there were students who made no mistakes at all.

Overall after the teacher and collaborator conducted Cycle 1, there was only little improvement in students' writing in the term of content, language, and mechanics and also the result had not been resolved the teacher and the collaborator's satisfaction. So, the teacher and the collaborator planned to do the next cycle to achieve a more positive outcome.

From the explanation above, it can be inferred that the results of Cycle 1 are valid because it is appropriate with the concept of democratic, process, dialogic, and outcome validity. The researcher had interviewed the collaborator and the students about the actions to fulfill the democratic validity. The researcher also already implemented the teacher's direct feedback as an effort to improve students' writing ability and also to fulfill the outcome validity. The researcher had conducted the research systematically by planning, doing the actions, doing observations, and reflecting to fulfill the process validity. Moreover, it also can be said that the results are said to be reliable because the researcher interviewed the students and the collaborator at the beginning, middle, and end of the actions. It is in line with the concept of time triangulation.

2. Report of Cycle 2

a. Planning

Based on the reflection of Cycle I, the researcher found that teacher's direct feedback could improve the students' writing skill. However, the students had difficulties in getting ideas so that there were many students who did not submit the assignments. Therefore, the researcher and the collaborator discussed to decide other actions to help the students to find the ideas so that the students can get the ideas easily.

Then, the researcher and the collaborator agreed to modify the action by using a picture board to help the students find the ideas easily. Moreover, the researcher and the collaborator also planned to more emphasize the parts and also the language features by presenting another spoof text.

b. Actions and Observations

1. Fourth Meeting

The fourth meeting was held on February, 1, 2012. The researcher acted as the teacher and the collaborator became the observer. The bell rang at 10.15 and the teacher and the collaborator came to the class at 10.20. The teacher started the class by greeting, leading to pray, and checking the attendance. After that, the teacher reminded the students about the last assignment but many students forgot about that assignment. There were only few students who submitted the assignment. The teacher then asked the students to submit the homework the day after tomorrow.

The teacher then showed the previous text entitled “Fixing the Headstone”. She asked one of the students to read the text aloud and the others listened. The teacher asked the students whether they brought a dictionary or not. Obviously, there was only one student who brought the dictionary. Then, the teacher asked one of the students to retell the story in front of the text.

Then, the teacher explained the adjective clause which included the language features on the text. The teacher distributed a module related to the theory of adjective clause. The teacher took some sentences and showed it in the LCD as the example of the adjective clause. She then explained the kinds of the adjective clause. First of all the students paid attentions to the explanation, but after about 15 minute the students were busy with their own activities. The teacher tried to ask the attentions but that was useless.

Terlihat banyak siswa yang tidak memperhatikan. Beberapa kali GBI berkata , “Pay attention, please!”. Tidak mempan. Kemudian ada salah seorang S dengan suara keras, “Stttttttttttt....mbok do meneng tho”. Terlihat S diam. Namun hanya bertahan sebentar. GBI kemudian mengatakan lagi, “ya sudah, kalian mau memperhatikan apa tidak, itu terserah kalian. Kalian sudah saya anggap dewasa”. Setelah itu Ss diam.

.....

Many students did not pay attention to the teacher. The teacher tried to ask attention several times to the students. “Pay attention, please!”, asked the teacher. There was no result. Then, one of the students yelled loudly, “Stttttt...shut up”. The students looked silent but that was just for short period. Then, the teacher said, “you are an adult now. It is up to you whether you will pay attention to the lesson or not”. After that, many students were quite.

Field Note, February, 1, 2012

After the teacher finished the explanation about adjective clause, she then gave some exercises to do together in the whiteboard. Next, the teacher gave the students some exercises to do with their friends. She distributed the worksheet to the students. She said that a piece of paper was for two students. The students complained about that. When the students were doing the exercise, the teacher walked around to check the students' activity. Some students asked to the teacher when she came to their desk. After several minutes, the teacher instructed to the students who sit in the first and second line from the front to read their answer. There was no wrong answer.

Then, the teacher gave the students one more activity for the production stage. The students were asked to make a spoof text based on the picture in the worksheet. Some students looked grumbled. Because of the limit of time, the students wrote directly though some students looked hush. The teacher told the students to ignore about the grammar before. When the students were writing, the teacher walked around to check the students' activity. When the teacher walked around the class and visited to the students' desk, some students asked about the English for some vocabularies, some students wanted the teacher to check their grammar, and some students told that they cannot how to write in English.

After 20 minutes, the bell rang. The students were hurry to submit their work. The teacher waited for the students' worksheet. Some students asked permission to go outside and the teacher gave the permission. When all the students had submitted their work, the class already broke up. The teacher and the collaborator then leaved the class without ending the class.

2. Fifth Meeting

The fifth meeting was held on February, 18, 2012. The researcher acted as the teacher and the collaborator became the observer. The teacher began the class by greeting, praying and checking students' attendance. After that, the teacher distributed the students' worksheet and asked the students to check their writing. The teacher also asked about the students' response to the feedback given. Unfortunately, there were no responses from the students about the feedback given.

The teacher then reviewed the students' writing by showing some sentences which was mistaken in the second assignment. There was about conjunction. After showing some mistaken sentences, the teacher then explained and gave exercises about conjunction. Having done the exercises, the teacher discussed together the answers with the students. The teacher then asked the students to rewrite their writing which was already given feedback. The students grumbled to rewrite their draft.

GBI membagikan lembar kerja untuk mereka. S mengeluh, “yah, kertas lagi”. Ada satu S yang mengatakan, “Mbak koq kertas terus tho”. GBI hanya tersenyum.

.....

The teacher distributed the worksheet to the students. One of the students grumbled. “Yah..a worksheet again”, he said. Another student said, “Miss, why is there a worksheet again?”. The teacher only smiled.

Field Note, February, 18, 2012

Because the time was too limits, the teacher asked them to finish it at their house. In other word, that rewriting activity became homework. The bell rang, and the teacher ended the class by thanking and saying goodbye.

c. Reflection

After Cycle 2 had been carried out, there were some improvements in the language aspects (i.e agreement, fragment, and past tense), content, organization, vocabulary, and mechanics which were the researcher and the collaborator focused on.

To evaluate the actions done, the teacher made some discussions with the collaborator and interviewed to some students. It is also purposed to fulfill the requirement of democratic validity. The detailed discussion of Cycle 2 is presented below.

In the first meeting of Cycle 2, the teacher tried to give the previous spoof text for building the knowledge to the students. That was also purposed to stress the parts of the spoof text. The teacher also took some sentences which contained

adjective clause to be explained to the students. The students were still confused with adjective clause. It can be seen when they did the exercises given. In the fifth meeting, the students gave a little explanation about the conjunction. The conjunction here was for simple sentence and was focused to the agreement particularly about the tenses. It is considered by the previous students' writing in which many of them made many errors in the agreement particularly in the compound sentences. Furthermore, that material was related to the focus of the feedback given that was agreement. To check the understanding of the students about the language features, the teacher gave some exercises to the students. The students looked easy in doing that exercises. The evidence is presented below.

P : *Dek, paham ga dengan materi yang diajarkan kemarin?*

(Did you understand with the previous lesson?)

S14 : *Materi yang mana mbak?*

(Which one Miss?)

P : *Yang menggabungkan dua kalimat itu lho dik.*

(About joining two sentences. Do you remember?)

S14 : *Oh itu mbak..Paham mbak.*

(Oh yeah...I do. I understood Miss).

Interview-15 February 2012

Based on the interview above, the students did not have any difficulties in combining two sentences with a conjunction. Referring to the last cycle that many students were difficult in getting ideas and that was time consuming, in the Cycle 2 the teacher and the collaborator gave a picture board to aid them in the aspect of ideas, content, and parts of spoof text. The teacher and the collaborator also gave an additional instruction in the worksheet that is an instruction to make sure the parts of the spoof text. To prove that condition, the interview is presented below.

- P : *Oh gitu pak. Berarti pertemuan kedepan dikasih topic aja ya pak?*
(Oh Ok...so,how if do we give a topic for the next meeting?)
- GBI : *Iya mbak, itu lebih baik.*
(Yeah..That is good.)
- P : *Kalau menggunakan picture board gimana pak? hanya sekedar untuk membantu mereka untuk menemukan ide saja pak.*
(How about using picture board? It is just to help the students to find the ideas, Sir.)
- GBI : *Iya mbak,,yang sama kaya di LKS itu kan? Mereka itu kan biasanya ga semnagat mbak Tami kalau dikasih tugas,,siapa tau nanti dengan adanya gambar yang lucu, mereka akan semangat untuk mengerjakan.*
(It is like in the LKS (Students' worksheet), isn't it? They are usually not motivated to do the assignments. Using a picture board may be able to help them to find any ideas and also save much time.)
- P : *Iya pak, tapi ga sama gambarnya hehe. Nanti saya download di internet pak.*
(Yes, it is but the picture is not the same as in the LKS Sir. Later I will download from the internet.)
- GBI : *Ya mbak, bagus, bagus. anak anak nanti pasti lebih tertarik untuk mengerjakannya.*
(That is good Miss. I am sure that the students will be motivated to do the assignment.)

Interview-8 February 2012


Based on the interview with the collaborator above, it can be seen that students in class XI IPS XI were not motivated to do the assignment given. So the teacher and the collaborator decided to use picture board to help them find the ideas. The evidence of this condition is also proved by the interview with a student. The interview is presented as follows.

- P : *Dek, gimana tadi nulisnya? Merasa terbantu tidak dengan adanya picture tadi?*
 (Dik, do you feel that the picture help you in writing?)
- S11 : *Terbantu sih mbak, jadi ga pusing pusing mikir ceritanya.*
 (Yes Miss, I do. So, I am not dizzy to think about the story anymore.)
- Interview- 25 February 2012

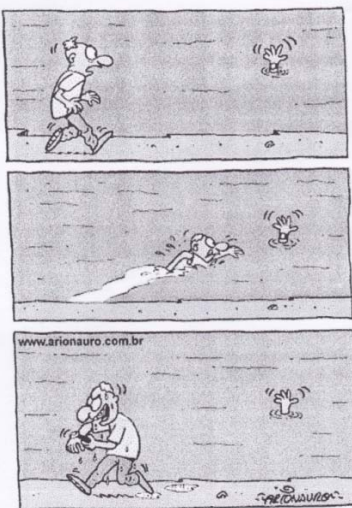
Based on the interview above it can be seen that from the student's view the students were helped by the picture board. From the previous activity, that was right that giving an aid in the form of picture board can save the time and also helped the events of the story. The parts of the story were represented by the picture so automatically it also helped in the aspects of content.

After they submitted their writing, the teacher and the collaborator gave direct feedback to the students' writing. Again, in this second task, not all students submitted their writing. There were only thirty-five students who submitted and five students' writing had same writings. The students' writing before giving teacher direct feedback is presented below.

Name: Ayunda Maharanj
Class: XIIPS 3



Look at the following picture. Make a paragraph of spoof text based on the picture. Make sure that your paragraph contains an orientation, events, and twist.



One day, there ^{was} a man ^{who} ran in the side of the lake. Suddenly he saw ~~there~~ ^a person ⁱⁿ within of the lake ^{asking for a} help. He ^{was} very surprised ^{when he} saw that accident.

Figure 4. Students' Writing in the Cycle 2 before Getting Teacher's Direct Feedback

That was the students' second assignment. Before this second assignment, they already ever got teacher direct feedback in the first assignment which was explained in the discussion of Cycle I. The writing above is also the first draft which they did in the classroom in the rest time of the lesson. In other word, they wrote with any time pressure. So, that was not surprised when many of their writings had not finished yet. When the time was up, the teacher asked them to submit their writing. However, to make them relax, the teacher told them that their first draft would not be assessed.

In the term of content, it can be seen that the content improve from the Cycle I. There were enough supporting details in each part of spoof text though many of them missed the part of twist. It can be comprehended because the limit of time. This improvement was caused by the aid served by the teacher and also the stress written in the instruction.

In the term of language aspects, many of students still did inconsistent verb in their sentences. In the same time, they used different form of tenses. However, before the producing text activity, they exercised how to combine sentences with different tenses, and also they already got oral feedback about this sort of mistakes in the Cycle I. Many of them stated that they knew when the teacher corrected their mistakes, but they unconsciously forgot to apply that theory when they were writing. The evidences of that statement are presented below.

- | | |
|-----|--|
| P | : <i>Dek, dikasih feedback kaya gini tau ga yang salah yang mana?</i>
(Dek, Do you know which mistakes you had done?) |
| S19 | : <i>Ya tau mbak.</i>
(Yeah,I know) |
| P | : <i>Coba apa yang salah?</i>
(So, if you know, what is mistake you had done?) |
| S19 | : <i>Tensesnya kan mbak,,ga sama.</i>
(The tenses, right?) |
| P | : <i>Tapi dek, kenapa kamu masih melakukan kesalahan yang serupa dengan tulisanmu ini? Katanya tadi tau.</i>
(If you have known about your mistake, so why do you still make the same mistake in this writing?) |
| S19 | : <i>Lupa he mbak..hehehe.</i>
(I forgot Miss) |

Interview-15 February 2012

In the interview above, the teacher showed the feedback which was given in Cycle 1 to the students to show them the mistakes. She asked the student to compare his latest writing with the last writing. Many students obviously made the same mistakes as the previous writing in their writing. This is also justified by the collaborator. The interview about that condition is presented as follows.

P	<i>:Pak, bagaimana Pak menurut bapak feedback yang diberikan?</i> (Sir, according to you, how is the feedback given?)
GBI	<i>:Ya bagus mbak, malah saya belum pernah menggunakannya.</i> (That is good Miss. I never use that feedback Miss).
P	<i>: Menurut Bapak, membantu tidak dalam meningkatkan kemampuan menulis mereka?</i> (Sir, does this feedback improve the students' writing ability?)
GBI	<i>:Kalau masalah meningkatkan sih meningkatkan mbak..tapi nanti mereka juga akan sama saja mbak, balik lagi membuat kesalahan yang sama. Ini nih mbak, ditulisan mereka yang ke-3.</i> (Yeah,,the feedback given is able to improve the students' writing ability but it will not take a long time Miss. After they gave feedback, many students in that class will do the same mistakes.)
P	<i>:Oh gitu ya pak.</i> (Oh,,I see Sir)
GBI	<i>:Ini mbak..mungkin kalau feedback ini akan dilakukan dalam jangka waktu yang lama, mungkin akan membekas dalam ingatan anak-anak. Tapi, kalau hanya sekali dua kali, mereka pasti akan reflek melakukan kesalahan kesalahan itu lagi mbak</i> (Miss, this feedback probably can work effectively in the long period. It can be remembered in the students' mind. But, if there is only applied one or two times, they must be forget easily)
P	<i>:Iya sih pak.</i> (Yes Sir, I agree with you.)

Interview- 25 February 2012


Based on the interview above, there was an additional discussion about the feedback given. That was about the period time in giving feedback. The teacher and the collaborator agreed that the teacher's direct feedback would give big

effect if it was applied continuously so that the students would be remembered the feedback given.

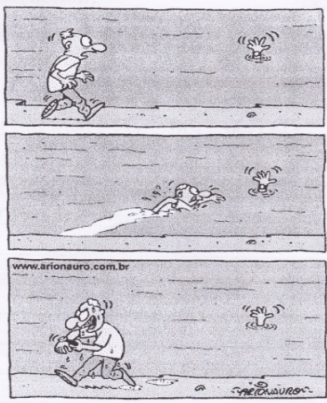
The next evaluation is about the mechanic. This term clearly increased particularly in the capitalization and the punctuation. There were only some students who still made mistakes in spelling. In the last meeting, the teacher gave explanation about the adjective clause to the students. The reason was the teacher and the collaborator found that many students were confused to express meaning in the form of adjective clause. The collaborator also suggested to the teacher to give some exercises to the students. When the students were doing the exercises about adjective clause, many students were confused to do the exercises. The teacher then repeated the explanation again by taking some questions in the worksheet. After there was no question about adjective clause, the students continued their activity.

In the few minutes left, the teacher handed the students' draft back to the students and asked the students to rewrite their writing which was already given correction. The time was limit so that the activity of rewriting should be brought home. After their writing was given direct feedback by the teacher, the students were asked to complete their writing and also correct the mistakes which were already corrected by the teacher. The student's writing which was already given direct feedback is presented as follows.

Name: Ayunda Maharani
Class: XI IPS 3



Look at the following picture. Make a paragraph of spoof text based on the picture. Make sure that your paragraph contains an orientation, events, and twist.



One day, there was a man who ran at the side of the lake. Suddenly he saw a person in the lake asking for a help. He was ~~was~~ very surprised when he saw that accident.

He wanted to help him. But he's more interested ⁱⁿ a watch. He directly jumped ~~into~~ ⁱⁿ to the lake. He took the watch and ~~backed~~ ^{back} to the side of the lake ~~and~~ ^{and} left the man.

Figure 5. Students' Writing in the Cycle 2 before Getting Feedback

In the student's writing above, it can be seen that the mistakes decreased in the aspect of content, organization, language and mechanics. In the aspect of content, many students already showed the funny parts of their writing as the purpose of a spoof text. In the organization aspect, many students already made a story with considering the parts of the spoof text though there was still lack of supporting details. In the aspect of language, there was still inconsistency tense but that was not in big numbers. Even many students already avoided fragment in their sentences. In the term of mechanics, the mistakes already decreased. In the

vocabulary aspect, the many students still translated their first language into English but it did not make the meaning obscured.

In this second cycle, there were no big improvements as expected before. The teacher and the collaborator thought that they needed to plan the next action but referring to the condition of the students, the teacher and the collaborator decided to end the research till this second actions. As stated in the previous discussion, the students always grumbled when they were asked to write. Many of them also did not submit the final draft and many of them also copied from their friends.

B. Result of the Research

This section consists of qualitative data and quantitative data. The qualitative data deals with the general findings of the research in each cycle while the qualitative data presents students' writing score in 1st, and 2nd task. The following are the findings that the researcher obtained in a series of the use of teacher's direct feedback.

1. Cycle 1

- a. The implementation of teacher's direct feedback could improve the students' writing skill in the aspect of content. Some students understood the purpose of a spoof text but there were few students who did not understand the purpose of the spoof text.
- b. The implementation of teachers' direct feedback could improve the students' writing skill in the aspects of organizations. Many students had understood the

parts of the spoof text but there were still few students who did not understand the parts of the spoof text.

- c. The implementation of teacher's direct feedback could improve the students' writing skill in the aspect of vocabulary. Though many students still translated their first language into English, the meaning had been clear and not obscured anymore.
- d. The implementation of the teacher's direct feedback could improve the students' writing skill in the aspect of language especially in the past tense, agreement, and fragment. However, there were still many students who were confused in constructing a sentence grammatically.
- e. The implementation of teacher's direct feedback could improve the students' writing skill in the aspect of mechanic particularly in the term of punctuation and capitalization but there were still many students who still ignored the punctuation and capitalization.
- f. The implementation of teacher's direct feedback did not get a big notice from mostly students.

Besides the result above, there were some additional findings obtained during the research. The additional findings were presented below:

- a. The use of teacher's direct feedback cannot motivate the students' in writing in the class which has a low proficiency level.
- b. The use of teacher's direct feedback only improved the students' writing skill in a short period because they easily forgot the feedback given.

- c. The use of teacher's direct feedback could be effective with oral feedback because many students in the low proficiency level did not pay attention to the feedback given.

2. Cycle 2

- a. The implementation of teacher's direct feedback could improve the students' writing skill in the form of content. Most students could make a spoof text with considering the purpose of a spoof text.
- b. The implementation of teacher's direct feedback could improve the students' writing skill in the term of organization. Most of students could make a spoof text with considering the parts of the spoof text.
- c. The implementation of teacher's direct feedback could improve the students' writing skill in the term of vocabulary. Most of the students could make the meaning clear not obscured anymore though there were still some students who made many confused meanings.
- d. The implementation of teacher's direct feedback could improve the students' writing skill in the aspect of language. Many students avoided fragment and inconsistency of tenses though there were still some students who still did the same mistakes.
- e. The implementation of teachers' direct feedback could improve the students' writing skill in the aspect of mechanic. Most students had considered the capitalization and the punctuation but there were still students who did not consider.
- f. The teacher's direct feedback got a greater notice from the students.

- g. The implementation of teacher's direct feedback cannot endure on the students' memory for a long period.

3. Students' Score

In this part, the researcher discusses the result of the students' score as performed in task 1, and task 2. The discussion is related to the students' mean score of the five aspects namely content, organization, vocabulary, language aspect, and mechanic.

Table 4. Students' Mean Score in Cycle 1 and Cycle 2 and Gain Score

Components	Cycle 1	Cycle 2	Gain Score
Content	6.89	8.99	2.1
Organization	5.46	6.53	1.07
Vocabulary	5.1	6.44	1.34
Language	5.33	5.94	0.61
Mechanic	4.07	5.11	1.04
Mean	5.37	6.6	1.23

Based on the table of students' score above, it can be seen that there is an improvement in all aspects of writing namely content, organization, vocabulary, language, and mechanic from the first cycle and the second cycle. The students' gain score from Cycle 1 to Cycle 2 in the content aspect is 2.1; in the organization aspect is 1.07; in the vocabulary aspect is 1.34; in the language aspect is 0.61; and in the mechanic aspect is 1.04.

C. Summary of Cycle 1 and Cycle 2

The result of this research is summarized in the table below.

Table5. The Summarizing of Finding in Cycle 1 and Cycle 2

Components of Writing	Before	After Action 1	After Action 2
Content	The students did not understand the parts of a spoof text	There were many students who did not understand the purpose of a spoof text.	Most of the students could make a spoof text with considering the purpose of a spoof text.
Organization	The students ignored the parts of a spoof text when they were writing a spoof text.	Many students started considering the parts of the spoof text	Most of students considered the parts of a spoof text in their writing.
Vocabulary	The students did many mistakes in the word form and meaning confused.	There were still some students whose writing had confusing meaning	Most of students could choose the simple words so the meaning was clear.
Language	The students did many mistakes in fragment, agreement, and tenses.	Few students avoided fragment, and inconsistence tenses.	Many students avoided fragment and inconsistent tenses.
Mechanic	The students ignored the capitalization, and punctuation.	There were many students who ignored the capitalization and punctuation.	Most of students considered the importance of capitalization and punctuation

D. Interpretation of the Finding

This part analyzes the findings obtained in Cycle 1 and Cycle 2 of the research to know whether the use of teacher's direct feedback improves students' writing skill or not. Before starting the research, the researcher did preliminary class observation in class XI IPS 3 at SMA N 1 Jogonalan. This class was considered by many teachers in that school as the most trouble class. From the preliminary observation, there were four problems in writing aspect namely, content, organization, language, and mechanic. To solve that problem, the researcher conducted two cycles in this research.

After implementing the actions in two cycles, the researcher and the collaborator found there was no big improvement on the students' writing when the technique of teacher's direct feedback was used. Many students did not understand the feedback given so they made the same mistakes in the next task. Some of them were also interviewed to check their understanding. Though they said that they knew the mistakes they had done, they were still confused to avoid the mistakes in the next activity. They only could make a great improvement from the first draft to the final draft but when they were asked to make the new writing they did the same mistakes as they did in the previous writing. However, there were also few students who understood the feedback given and made great improvements in their writing and did not make the same mistakes in the future writing.

The students' writing scores improved after the researcher conducted two actions though the improvement was not great. The improvements happened in all aspects of writing namely content, organization, vocabulary, language, and mechanic. The students' gain score from Cycle 1 to Cycle 2 in the content aspect is 2.1; in the organization aspect is 1.07; in the vocabulary aspect is 1.34; in the language aspect is 0.61; and in the mechanic aspect is 1.04. It can be seen that there were only little improvements happened.

Based on the explanation above, it can be concluded that the teacher's direct feedback was not appropriate to be applied in the class which was low level or the trouble class. There were some factors which influenced that inappropriateness. Firstly, the students in the low level class did not have motivation to do the assignment given so that many of them ignored the feedback given. Secondly, the students in the low proficiency class did not understand about their mistakes made and the feedback given so that the students just corrected the mistakes and they would do the same mistakes in the next tasks as it is said by Lee (2008). Thirdly, the period of time and the action done really influenced the improvement of the students' writing skill. The students in the class which is in the low proficiency level needed more time to be given feedback to make them familiar with the feedback as it is said by Liu (2008).

CHAPTER V

CONCLUSIONS, IMPLICATION, AND SUGESTIONS

A. Conclusion

In reference to the data analysis in this research, the implementation of teacher's direct feedback is not effective to improve students' writing skill in the low proficiency class. To support this result, there are two kinds of data presented in this research, namely qualitative data and quantitative data.

In terms of qualitative data, the researcher obtained some results as follows:

1. The students perform better understanding of identifying the components of a spoof text.
2. The students get better understanding of the process how to write a spoof text.
3. The use of teacher's direct feedback can improve the students' writing skill.
4. The teacher's direct feedback gives a short period effect to the students' writing skill.

In terms of quantitative data, the little improvement of students' writing skill is supported by students' writing scores as performed in the tasks given. The results of this research show that the number of students in the low proficiency class did not decrease and the number of students in fair and high category did not increase. In the aspect of contents, the gain score is 2.1; in the organization aspect is 1.07; in the vocabulary aspect is 1.34; in the language aspect is 0.61; in the mechanic aspect is 1.23.

B. Implication

The implementation of the teacher's direct feedback in the low proficiency class improves the students' writing skill. There was almost no improvement in the Cycle 1, while the significant improvement was obtained during the implementation of action in Cycle 2. It implies that the teacher needs to take more time in using teacher's direct feedback to improve the students' writing skill for a long-term period effect.

C. Suggestions

After conducting this research, the researcher offers several recommendations for the English teacher and the future researchers as presented as follows:

1. For the English teacher

It is essential for the teacher especially English teacher in SMA 1 Jogonalan to improve students' writing skill. The teacher needs to motivate students to write and to give an effective and useful feedback for the students. The teacher can use teacher's direct feedback continuously in every writing assignment to check the effect between using teacher's direct feedback in short period and also long period.

2. For future researchers

It is realized that this study does not give big improvement to the students' writing in the low proficiency class. Therefore, the other researches may conduct

research on the use of peer feedback to improve the students' writing skill and also the students' motivation to study English especially in the writing skill.

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APPENDICES

- 1. Appendix A (Field Notes)**
- 2. Appendix B (Interview Transcripts)**
- 3. Appendix C (Students' Score)**
- 4. Appendix D (SPSS Analysis)**
- 5. Appendix E (Students' Writing)**
- 6. Appendix F (Writing Rubric)**
- 7. Appendix G (Lesson Plan)**
- 8. Appendix H (Photographs)**
- 9. Appendix I (Permit Letters)**

Appendix A

(Field Notes)

NO	: FN 1
Hari/Tanggal	: Kamis, 9 Juni 2011
Jam	: 09.10 – 09.30
Tempat	: Ruang tunggu sekolah
Kegiatan	: Ijin observasi kepada GBI
Responden	: GBI
<p>P tiba di sekolah pada pukul 09.10 tepat. P menemui guru piket yang sedang berjaga dan mengemukakan maksud kedatangannya. Guru piket mempersilahkan P untuk menunggu GBI karena GBI sedang mengajar. Setelah 10 menit menunggu akhirnya GBI datang. GBI mengajak P keruangan guru untuk berbincang. Setelah sampai ke ruangan guru, GBI menanyakan maksud kedatangan P. P pun mendahului menjawab dengan permulaan perkenalan bahwa P dulunya melakukan KKN dan PPL di sekolah tersebut dan kemudian menjawab pertanyaan GBI bahwa maksud kedatangannya adalah untuk melakukan observasi lapangan terkait pembelajaran writing di kelas pada siswa kelas XI. GBI dengan sangat terbuka mempersilahkan. GBI pun menyuruh P untuk membuat surat ijin observasi dan menyerahkannya kepada TU dan ruangnya bersebelahan dengan ruang kepala sekolah. Setelah itu GBI memberikan jadwal mengajarnya untuk P. GBI pun juga menyampaikan bahwa paling tidak P bisa melakukan observasi secara maksimal adalah setelah lebaran karena pekan depan sudah mulai libur. P paham dan mengiyakan. Setelah itu P mengucapkan terimakasih dan pamit.</p>	
No	: FN 2
Hari/Tanggal	: Kamis, 9 Juni 2011
Jam	: 09.45-09.55
Tempat	: Ruang TU
Kegiatan	: menyerahkan surat ijin observasi
<p>Setelah berbincang dengan GBI, P kemudian langsung menuju ke ruang TU untuk menyerahkan surat ijin observasi. P mengetuk pintu ruang TU dan kemudian salah satu dari penjaganya mempersilahkan P masuk. P mengutarakan maksudnya bahwa P mau menyerahkan surat ijin observasi. Kemudian penjaga TU bertanya apakah sudah menemui kepada guru yang bersangkutan. P menjawab sudah. Kemudian penjaga TU menerima surat ijin observasi tersebut. P pun pamit dan penjaga TU mempersilahkan.</p>	
No	: FN 3
Hari/Tanggal	: Sabtu, 6 Agustus 2011
Jam	: 10.00 – 10.15
Ruang	: Kantor Guru
Hal	: Wawancara dengan GBI
Responden	: GP (guru piket)
	P (peneliti)
	GBI (guru bahasa inggris)

Pagi-pagi sekitar pukul 08.00, P datang ke sekolah. Sampai di pintu gerbang, P disambut oleh satu orang guru piket dan dua orang mahasiswa yang sedang KKN PPL. Bertemu dengan mereka P mengungkapkan tentang maksudnya untuk menemui dengan GBI. P juga mengungkapkan bahwa P sudah janji dulu dengan GBI sebelumnya. Untuk itu P meminta ijin untuk menunggu GBI di ruang tunggu karena GBI sedang mengajar di kelas. Ketika menunggu kurang lebih selama 30 menit, P diajak berbincang dengan beberapa guru disana. Ditanya sedang menunggu siapa, dan ada keperluan apa. P pun menjawab pertanyaan itu. Setelah menunggu kurang lebih 30 menit, akhirnya GBI datang dari belakang P dan memanggil P untuk diajak KG. Ketika tiba di KG, P dipersilahkan untuk duduk di ruang tamu, dan melakukan sedikit wawancara dengan GBI. P bertanya tentang beberapa pertanyaan terkait dengan bagaimana pengajaran writing selama ini di sekolah khususnya kelas XI dan juga permasalahan-permasalahan yang selama ini dihadapi selama proses belajar mengajar writing di kelas. GBI pun memaparkan tentang kondisi belajar mengajar writing pun dengan sangat jelas dan mengungkapkan beberapa macam permasalahan ketika pengajaran writing berlangsung. Setelah selesai wawancara, P pamit untuk pulang.

NO : FN 4
 Hari/Tanggal : Sabtu, 6 Agustus 2011
 Jam : 10.00 – 11.05
 Tempat : Ruang kelas XI IPA 1
 Kegiatan : Observasi kelas

GBI dan P memasuki kelas. P langsung mencari tempat duduk paling belakang. GBI membuka pelajaran. GBI mengecek apakah ada siswa yang absent apa tidak. GBI memperlihatkan kepada Ss tentang satu text lewat lcd. Semua siswa terlihat diam. GBI kemudian membahas tentang text tersebut. GBI menyuruh salah satu siswa untuk reading aloud. GBI mendaftarkan kata-kata sulit di dalam text dan menyuruh siswa mengartikannya. GBI memberi pertanyaan terkait untuk mencari tau tentang isi dari text tersebut. Belum lama pelajaran berlangsung, bel tanda pelajaran habis sudah berbunyi karena pada waktu itu jam memang dikurangi karena akan ada rapat. GBI menutup pelajaran. GBI dan P keluar dari kelas. Setelah kembali ke ruang guru, P bertanya apakah P bisa observasi ke kelas lainnya. GBI menjawab bisa tetapi tidak dengan GBI namun dengan GBI 2. GBI pun langsung memberikan contact person GBI 2. Setelah itu P pamit dan mengucapkan banyak terimakasih.

No : FN 5
 Hari/Tanggal : Sabtu, 6 Agustus 2011
 Jam : 08.00 – 09.15
 Ruang : Kantor Guru
 Hal : Wawancara dengan GBI
 Responden : GP (guru piket)
 P (peneliti)
 GBI (guru bahasa inggris)

Pagi-pagi sekitar pukul 08.00, P datang ke sekolah. Sampai di pintu gerbang, P disambut oleh satu orang guru piket dan dua orang mahasiswa yang sedang KKN PPL. Bertemu dengan mereka P mengungkapkan tentang maksudnya untuk menemui dengan GBI. P juga mengungkapkan bahwa P sudah janji dulu dengan GBI sebelumnya. Untuk itu P meminta izin untuk menunggu GBI di ruang tunggu karena GBI sedang mengajar di kelas. Ketika menunggu kurang lebih selama 30 menit, P diajak berbincang dengan beberapa guru disana. Ditanya sedang menunggu siapa, dan ada keperluan apa. P pun menjawab pertanyaan itu. Setelah menunggu kurang lebih 30 menit, akhirnya GBI datang dari belakang P dan memanggil P untuk diajak KG. Ketika tiba di KG, P dipersilahkan untuk duduk di ruang tamu, dan melakukan sedikit wawancara dengan GBI. P bertanya tentang beberapa pertanyaan terkait dengan bagaimana pengajaran writing selama ini di sekolah khususnya kelas XI dan juga permasalahan-permasalahan yang selama ini dihadapi selama proses belajar mengajar writing di kelas. GBI pun memaparkan tentang kondisi belajar mengajar writing pun dengan sangat jelas dan mengungkapkan beberapa macam permasalahan ketika pengajaran writing berlangsung. Setelah wawancara selesai bebarengan dengan bel masuk berbunyi. GBI pun mengajak P untuk masuk kelas untuk melakukan observasi kelas.

No : FN 4
 Hari/Tanggal : Rabu, 14 September 2011
 Jam : 09.20-10.15
 Ruang : Kelas XI IPS 3
 Hal : observasi dan wawancara siswa
 Reponden : P (Peneliti) GBI (Guru Bahasa Inggris) S (Siswa)

P datang di sekolah pukul 08.20. P datang disambut GP. P menunggu di ruang tunggu sambil mengobrol dengan GP. Setelah menunggu setengah jam, GBI datang. P dan GBI menuju ke kantor guru untuk menunggu bel masuk kelas. Jam 9.15 bel masuk pelajaran jam 5-6 berbunyi. Pada pukul 9.20 P dan GBI masuk kelas. P mengobserbasi proses belajar mengajar disana sedangkan GBI mengajar. Pada pukul 10.15 bel berbunyi. GBI meninggalkan kelas dan P masih tinggal di kelas untuk wawancara dengan S. Setelah selesai wawancara P kembali ke ruang guru untuk berpamitan dengan GBI.

No : FN 5
 Hari/Tanggal : Kamis, 30 November 2011
 Jam : 09.00 – 09.30
 Ruang : Ruang Guru
 Hal : Diskusi Rencana Penelitian
 Responden : GBI (Guru Bahasa Inggris)

P datang kesekolah pada pukul 08.50. P kemudian menyapa guru piket dan meminta izin untuk menunggu di ruang tunggu. GBI datang, dan P menyapa. P kemudian langsung mengungkapkan maksudnya dan juga kemudian menjelaskan

gambaran singkat action research yang akan dilakukan dengan GBI. GBI menyatakan mengerti dengan action research yang akan dilakukan. P kemudian pamit.	
No	: FN 6
Hari/Tanggal	: Kamis, 5 Januari 2011
Jam	: 09.00 – 09.30
Ruang	: Ruang Guru
Hal	: Diskusi RPP
Responden	: GBI
<p>Pagi itu P datang pada pukul 08.40. Ketika datang langsung menyapa para guru yang sedang piket sambil mengatakan tentang tujuan datang kesekolah yakni ingin bertemu dengan GBI. P ditanya apakah sudah janji dengan GBI. P menjawab sudah dan kemudian disuruh menunggu di ruang duduk yang ada di ruang depan. Setelah jam 9 tepat, P kemudian datang ke ruang guru untuk bertemu dengan GBI. P memberikan RPP yang sudah dibuat kepada GBI. GBI membalik-balik RPPnya. GBI memberi masukan untuk memberi latihan grammar. P mengiyakan. GBI harus segera pergi, dan P pun minta izin pamit.</p>	
No	: FN 7
Hari/Tanggal	: Rabu, 11 Januari 2011
Jam	: 10.20 – 10.30
Ruang	: Ruang Guru
Hal	: Action pertemuan pertama
<p>Bel sekolah berbunyi pada pukul 09.15 sebagai tanda bahwa jam pelajaran ke 5 dan 6 dimulai. Hari itu beda dengan hari Rabu biasanya karena biasanya jam ke 5 dan 6 dimulai pada pukul 10.15 sampai dengan 11.45. Jadi hari itu satu jamnya hanya 30 menit dari yang biasanya 60 menit. Hal itu dikarenakan karena disekolah dan juga para guru dan karyawan akan ada rapat koperasi.</p> <p>P dan GBI meninggalkan ruang guru untuk menuju kelas XI IPS 3. Ketika masuk kelas, terlihat kondisi kelas belum siap. Ada yang masih berada di luar kelas, ada yang masih duduk bergerombol di salah satu meja, dan ada pula yang masih makan. Terlihat juga masih ada kaos olahraga dibeberapa meja. Terdengar pula ada dua siswa yang terkejut ketika melihat P masuk. “Miss Tamiii....”, teriaknya secara lirih sambil melambaikan salah satu tangan mereka. Mereka adalah Claudia dan Sinta yang sebelumnya sudah mengenal P ketika KKN dan PPL tahun sebelumnya dan juga ketika observasi kelas. P membalasnya dengan senyum.</p> <p>Para siswa masih terlihat gaduh ketika P dan GBI memasuki ruangan. GBI kemudian segera menhandle siswa dengan mengucapkan salam, “Assalamualaikum warahmatullahi wabarakatuh”. Para siswa dengan tidak kompak menjawab “Waalaikumsalam”. GBI langsung menginfokan bahwa untuk beberapa pertemuan kedepan, Bu Tami yang akan mengajar kalian. “Monggo Mbak Tami”, GBI mempersilahkan P untuk mengajar. “Oh, iya pak”, jawab P. P membuka dengan salam “Assalamualaikum warah matullahi wabaratu”. Sedikit siswa yang menjawab salam tersebut. Kemudian P menyapa lagi dengan “Good</p>	

Morning”. Para siswa menjawab kompak “Good Morning”. P juga menanyakan kabar siswa, “How are u?”. Mereka menjawab kompak “I’m Fine. And you”. Kemudian P menjawab “Pretty well, thanks you”. Salah satu siswa kemudian menyelutuk “Pretty well kie opo nggono”. P pun hanya membalas dengan senyuman.

Setelah itu P memperkenalkan diri dan juga tujuannya mengajar di kelas tersebut. Tidak ada respon dari para siswa. Karena tidak ada respon, P kemudian meriview tentang pertemuan mereka dengan GBI sebelumnya dengan bertanya, “What did you learn in the previous meeting?”. Tidak ada jawaban dari siswa. Kemudian P mencoba untuk bertanya dalam bahasa Indonesia. “Apa yang kalian pelajari di pertemuan kemarin?”. Siswa masih saja diam. Kemudian P mengulangi pertanyaan dengan diksi yang lain. “Kemarin sama Pak Erfak, kalian belajar apa?. Kemudian, salah seorang siswa perempuan dengan suara yang sangat kecil menjawab “spoof”. Karena tidak jelas, kemudian P meminta salah seorang murid tersebut untuk mengulanginya.

Kemudian, P menyampaikan kepada siswa bahwa hari ini kita akan membahas tentang spoof text. Kemudian P menyetelkan sebuah video. Namun layar LCDnya ternyata sebagian buram, jadi tidak begitu jelas. P juga kesulitan memasang kabel LCD ke laptop. Kemudian salah seorang siswa menawarkan bantuan. P bertanya kepada siswa, “Apakah tidak apa-apa dengan kondisi LCD seperti ini?”. Para siswa menjawab, “ra popo”.

Terlihat para siswa tertawa terbahak-bahak ketika menyaksikan video tersebut. Ada juga siswa yang mengatakan, “wis tau, wis ngerti”. Namun mereka yang berkata seperti itu juga tertawa melihat tayangan videonya. Setelah selesai, P bertanya kepada para murid. “Lucu ga videonya?”, tanya P. Banyak siswa yang menjawab, “Ga lucu, Ga lucu”. P hanya membalas jawaban mereka dengan senyum dan berkata, “Ga lucu tapi koq ketawa”. “hahahaha”, para siswa tertawa kompak.

P kemudian meriew tentang video tersebut bahwa setiap orang itu punya pengalaman lucu atau memalukan dalam hidupnya. Begitu pula dengan kisah tentang seorang yang ada dalam video tersebut. Kemudian P bertanya kepada murid, “Do you have any funny experiences?”. Sebagian siswa menjawab dengan keras “ga, ga punya”. Kemudian P hanya membalas dengan menjawab, “masa?”. Setelah itu, P kemudian memperlihatkan sebuah text dalam LCD yang berjudul “Fixing the Headstone”. Namun semua textnya tidak bisa dibaca oleh para siswa karena keadaan LCD yang tidak baik dan tidak jelas. Bersyukur, P sudah mempersiapkan print out dari text tersebut. Akhirnya P mendistribusikan text tersebut kepada siswa dan menyuruh salah satu siswa untuk membacanya dengan keras sementara yang lain diminta untuk memperhatikan. Ketika seorang murid itu membaca, P juga membetulkan pronunciation yang salah. Setelah itu, P bertanya kepada siswa, “Any difficult vocabularies?”. “ya”, jawab mereka. “what are they”, tanya P. Satu demi satu murid bertanya, “scared apa artinya?”, “tap-taping noise apa?”, “hammer and chisel apa?”. “misspelled apa?”. Kemudian P menjawab pertanyaan itu satu persatu.

Setelah tidak ada pertanyaan, kemdian P bertanya lagi, “what is the content of the story?”. Para siswa diam saja dan menggeleng kepala. Kemudian P bertanya lagi,

“isi textnya sebenarnya tentang apa sih?”. Tidak ada yang menjawab. Akhirnya P yang menerangkan kepada siswa tentang isi bacaanya.

Setelah itu P mengatakan kepada siswa bahwa text tersebut adalah salah satu contoh dari spoof text. Kemudian P menjelaskan tentang teori spoof text termasuk didalamnya adalah tentang generic structure dan juga language features yang biasa digunakan didalam spoof text. Kemudian, P mengajak siswa untuk menganalisis text yang berjudul Fixing the Headstone dari sisi generic structure dan juga language featuresnya. Ketika P bertanya mana bagian orientation, events, dan juga twistnya, para siswa kelihatan menjawab namun dengan suara pelan. Ketika P menyuruh untuk “rise your hand”, tidak ada siswa yang mau untuk menjawab. Kemudian P menunjuk siswa untuk menjawabnya. Begitu pula ketika menganalisis language features.

Jam menunjukkan pukul 10.15, dan salah satu siswa mengatakan bahwa waktunya sudah habis meskipun belum ada bel yang berdering. Kemudian P memberikan tugas kepada siswa untuk mempersiapkan sebuah cerita lucu yang mereka punyai. Tidak dalam bentuk tulisan, namun hanya disimpan dalam fikiran saja. P pamit dan mengucapkan salam.

No : FN 8
 Hari/Tanggal : Rabu, 11 Januari 2011
 Jam : 10.35-10.45
 Ruang : Ruang Guru
 Hal : Refleksi Petemuan Pertama
 Responden : GBI

Setelah dari kelas, P dan GBI mengobrol di ruang guru. GBI memberikan komentar kepada P tentang kbmt yang dilakukan. P juga bertanya beberapa pertanyaan kepada GBI. Diskusi berjalan cukup singkat karena GBI harus segera mengajar kembali. P pun pamit.

No : FN 9
 Hari/Tanggal : Rabu, 18 Januari 2011
 Jam : 09.40 – 09.45
 Ruang : Ruang TU
 Hal : Meminta Absen Siswa XI IPS 3
 Responden : PTU : Petugas Ruang Tata Usaha

P mengetuk pintu ruang TU. Salah satu PTU mempersilahkan masuk. P megutarakan maksudnya. PTU mencari daftar siswanya di ruangan yang berbeda. P disuruh menunggu sebentar. PTU datang dan memberikan daftar siswanya. P kemudian pamit.

No : FN 10
 Hari/Tanggal : Senin, 16 Januari 2011
 Jam : 09.00 – 09.40
 Ruang : Ruang Guru
 Hal : Diskusi pertemuan kedua
 Responden : GBI

P datang ke sekolah pada pukul 09.00 dan GBI sudah menunggu di ruang guru. P memperlihatkan semua perlengkapan yang akan digunakan untuk mengajar di pertemuan kedua pada hari rabu yang akan datang. GBI meneliti semua perlengkapannya termasuk worksheet dan juga latihan untuk past tensenya. Setelah selesai P pamit karena GBI aka nada acara.

No : FN 11
 Tanggal : 18 januari 2012
 Tempat : Kelas XI IPS 3
 Waktu : 10.15 – 11.45
 Hal : pelaksanaan action pertemuan kedua

Bel sekolah berbunyi pada pukul 10.15 tanda bahwa jam istirahat pertama sudah selesai. T masuk ke kelas pada pukul 10.20. Namun masih banyak S yang berada di luar kelas. Ketika masuk kelas, kelas juga masih dalam keadaan ramai. Bahkan ketika T membuka pelajaran pun masih banyak S yang ramai. T mengucapkan salam, menanyakan kabar, dan memimpin berdoa. Sebagaimana S menjawab salam, dan menjawab kabar serta ikut berdoa. Namun ada beberapa S yang tidak merespon salam, menjawab kabar, dan juga tidak berdoa.

T kemudian mengabsen satu persatu S yang ada di kelas untuk mengetahui mereka satu persatu sembari menunggu LCD yang sedang dipersiapkan. Dari 36 S yang ada, ada satu S yang tidak berangkat karena sakit yaitu yang bernama Yashindhita Nur Khasanah. Setelah selesai, T kemudian meriview pelajaran yang didiskusikan di pertemuan sebelumnya. T menunjuk tiga anak untuk menjawab tentang spoof text, termasuk arti, tujuan, dan generic structurnya. Semuanya menjawab dengan benar. Kelas tampak tenang dengan memperhatikan pada slidennya. Kemudian T juga meriew tentang language featurenya yakni tentang past tense. T menunjuk satu siswa untuk membacakan contoh yang ada di slidennya. T kemudian memberikan latihan yang berkaitan dengan past tense dengan mengganti verb yang dalam text dengan verb yang past tense. Semua S yang mendapat giliran untuk membaca dan mengganti kata kerjanya menjawab dengan benar. Kemudian, setelah semua kata kerja sudah diganti dengan bentuk past verb, T menyuruh salah satu T untuk membacanya lengkap dengan pembenarannya. Kemudian juga T memberikan kesempatan kepada S untuk mencoba menceritakan tentang isi yang ada di dalam text tersebut. Ada satu S yang maju ke depan kelas untuk menceritakan textnya. Setelah selesai, kemudian T membuka pertanyaan. Tidak ada pertanyaan dari S.

T kemudian melanjutkan aktifitas berikutnya yakni praktik membuat text spoof text. T membagikan worksheet. Ada yang langsung mengerjakan, ada yang tiduran, ada yang mengobrol, dan ada yang melamun. Setelah 10 menit berlalu, T kemudian berkeliling di kelas untuk mengontrol aktifitas mereka. Ketika sampai di salah satu meja murid, T melihat lembar kerja murid masih kosong. Kemudian GBI bertanya kepada murid itu. “Minnggir, kok kertasanya masih kosong?, tanya GBI. “ga punya cerita he Bu”, jawab Minggir. “Masa, ayo coba diinget inget, pasti ada. Hidup Minggir kan lucu”, nasehat GBI.

<p>Hanya ada satu siswa yang membawa kamus bahasa Inggris. Banyak S yang bertanya bahasa Inggrisnya sebuah kata tertentu kepada T. Di detik detik terakhir, banyak S yang kertasnya masih kosong. Bel berbunyi Tanya jam berakhir. T masih harus di kelas karena banyak yang belum mengumpulkan. Banyak S yang sudah selesai ijin keluar duluan. Setelah 5 menit istirahat, semua worksheet mereka terkumpulkan.</p>	
<p>No : FN 12 Tanggal : 18 Januari 2012 Tempat : Kelas XI IPS 3 Waktu : 11.45-12.00 Hal : wawancara siswa</p>	<p>Setelah mengajar P tinggal di kelas untuk melakukan wawancara di jam istirahat. P menemui beberapa S. karena waktu yang sangat sempit, maka P hanya memwawancarai 3 S saja. Setelah terdengar bel masuk kelas, P kemudian meninggalkan kelas.</p>
<p>No : FN 12 Tanggal : 21 Januari 2012 Tempat : Kelas XI IPS 3 Waktu : 08.00 – 09.30 Hal : interview GBI dan diskusi planning third meeting</p>	<p>P datang ke sekolah di hari Sabtu tepat dua hari setelah pelaksanaan pertemuan kedua untuk melakukan wawancara terkait hasil tulisan siswa. P meminta GBI untuk memberikan direct feedback kepada beberapa tulisan Ss. P bertanya beberapa pertanyaan kepada GBI terkait hasil dari tulisan siswa. P juga mendiskusikan rencana untuk pertemuan yang ketiga. Setelah selesai bertanya dan berdiskusi, P pamit untuk pulang.</p>
<p>No : FN 13 Tanggal : 21 Januari 2012 Tempat : Kelas XI IPS 3 Waktu : 10.00 – 11.45 Hal : interview GBI dan diskusi planning third meeting</p>	<p>P tiba di sekolah pada pukul 09.20 disambut oleh guru piket. P disuruh untuk membantu membuat soal materi oleh guru piket. Tiba-tiba listrik mati. Pukul 09.45 T menuju ke ruang guru untuk menemui GBI. GBI ternyata sedang tidak sehat. P menjelaskan tentang bagaimana direct feedback dilakukan dengan mengambil beberapa pekerjaan S. P dan GBI memberi feedback kepada tulisan S bersama-sama dan juga menentukan mana saja yang akan dicantumkan dalam slide untuk dibahas bersama-sama dengan S di kelas.</p> <p>Pukul 10.15 bel tanda masuk berbunyi. Listrik sudah menyala. Pukul 10.20 P dan GBI kemudian masuk kelas. Seperti pertemuan-pertemuan sebelumnya, para S masih banyak yang berada di luar. Suasana masih gaduh ketika P dan GBI masuk kelas. Kemudian GBI membuka salam dan mengumumkan tentang informasi pembayaran buku ke siswa. Sementara itu P</p>

menyiapkan perlengkapan pembelajaran. GBI selesai mengumumkan, P kemudian membuka kelas dengan salam, greeting, dan berdoa. Setelah itu, ada dua S yang ijin ke perpustakaan untuk mengambil buku. P mengizinkan.

P kemudian mereview tentang pelajaran di pertemuan sebelumnya. P membagikan tulisan mereka yang telah diberi feedback. Para S banyak yang tertawa melihat banyak coretan yang diberikan di kertas mereka. P kemudian memberikan feedback kepada mereka. P menekankan kembali tentang generic structure yang harus ada dalam spoof text. P menunjukkan pekerjaan dua orang S yang hanya ada tiga kalimat dalam spoof text. P kemudian menjelaskan tentang kalimat yang harus ada subject dan verbnya. Selanjutnya P menunjukkan beberapa pekerjaan S yang tidak memenuhi syarat untuk disebut sebagai kalimat. P dan S membenarkan kalimat dari S yang tidak disebut sebagai kalimat tadi. P menanyakan kepada S apakah ada yang ditanyakan. Tidak ada pertanyaan. P kemudian menjelaskan tentang punctuation dan spelling. P menunjukkan beberapa tulisan siswa yang membingungkan punctuationnya dan juga salah spellingnya. P dan S membenarkan secara bersama-sama punctuation dan spelling yang ada. Setelah itu, P memberikan 10 kalimat yang salah berdasarkan ada tidaknya subject, verb, dan juga spelling serta punctuationnya. Saat mengerjakan, ada dua S yang ijin ke toilet. P mengizinkan.

P dan S membahas bersama sama 10 soal tersebut. P menanyakan apakah ada pertanyaan. Tidak ada pertanyaan dari S. P kemudian memberikan tugas kepada S untuk membenarkan tulisan yang mereka punya, dan mesempurnakan dirumah. Bel berbunyi. P menutup pelajaran dan mengucapkan salam.

No : FN 14
Tanggal : 22 januari 2012
Tempat : Kelas XI IPS 3
Waktu : 11.45-12.00
Hal : interview siswa

Setelah selesai melaksanakan pertemuan ketiga, P mendatangi beberapa S untuk diwawancari terkait dengan proses pelajaran yang sudah berlangsung. Beberapa S terlihat sedikit keberatan untuk diwawancara. Namun ada tida S yang mau untuk diwawancarai. Akhirnya P mewawancarai ketiga S tersebut. Setelah selesai P pamit pulang.

No : FN 15
Tanggal : 25 januari 2012
Tempat : Kelas XI IPS 3
Waktu : 08.30 – 09.30
Hal : Diskusi pelaksanaan cycle 2

P datang ke sekolah disambut oleh GBI karena GBI sedang bertugas piket di depan sekolah. P dipersilahkan duduk. P kemudian mengungkapkan maksudnya datang di sekolah. P kemudian meminta comment kepada GBI tentang pertemuan sebelumnya. GBI hanya memberikan sedikit comment. Setelah itu P berdiskusi tentang pertemuan yang akan datang. GBI tidak memberikan saran apapun dan mensetujui RPP yang diusulkan oleh P. Setelah selesai, P pamit.

No : FN 16
 Tanggal : 1 February 2012
 Tempat : Kelas XI IPS 3
 Waktu : 10.15 -11.45
 Hal : Pelaksanaan pertemuan keempat

P tiba di sekolah pada pukul 09.30. P menunggu di ruang depan sekolah ditemani oleh guru piket yang sedang bertugas. P mengecek lagi instrument yang akan digunakan untuk mengajar pada hari itu, yaitu yang lesson plan, slide power points, dan worksheet. P mengecek teks yang akan disampaikan, language feature yang akan dipelajari, dan juga pertanyaan-pertanyaan yang akan digunakan untuk sesi practice.

Bel tanda istirahat berbunyi dan jam menunjukkan pukul 10.00. P menuju ruang guru untuk menemui GBI. GBI sudah ada ditempat. P menyapa GBI. P kemudian menunjukkan instrument yang akan digunakan untuk mengajar pada pertemuan hari tersebut. P bertanya sebaiknya mengajar tentang conjunction dulu atau adjective clause dulu, dan GBI berpendapat conjunction dulu.

Bel berbunyi lagi pada pukul 10.15, dan pada lima menit setelahnya P dan GBI masuk ke kelas. Terlihat hanya dua S yang berada di luar kelas dan selain itu sudah ada di dalam kelas. GBI duduk di belakang, dan P kemudian handle kelas. Banyak S yang belum siap untuk menerima pelajaran. Masih banyak dari mereka yang cerita, melipat-lipat kaos olahraga yang sebelumnya digunakan. P menyapa S dengan sapaan, "How's your life?". Tidak ada jawaban. Terlihat banyak S yang bingung mau menjawab dengan jawaban apa. Kemudian P mengulangi pertanyaan dengan sapaan, "How are you?". Beberapa siswa menjawab dengan "Fine", "not good", dan "aduh mbak, ga ngerti artine". P tersenyum dan bertanya, "kenapa ga baik?". Beberapa S menjawab "capek mbak, habis olahraga". P tersenyum dan mengatakan, "ya, ditahan ya. Berat ataupun semangat, kita tetap harus belajar".

Kemudian P bertanya kepada S, "Are you ready?". Banyak yang menjawab "no, no, no". Hanya sedikit yang menjawab dengan "ready".

P tetap melanjutkan pelajaran. P menanyakan apakah mereka sudah mengumpulkan tugas untuk membenarkan dan memperbaiki tulisan yang sudah diberi feedback apa belum. Kebanyakan dari mereka lupa untuk mengumpulkan. Kemudian P mengatakan, "tulisan kalian nanti itu akan dimasukkan dalam nilai harian kalian lho. Mbak hanya diberi pesan oleh pak Erfak untuk mengumpulkan nilai kalian". Kemudian beberapa siswa yang perempuan maju untuk mengumpulkan. Banyak juga yang mengajukan dispensasi untuk mengumpulkan dipertemuan berikutnya. P mengiyakan.

Kemudian P memulai dengan text baru yakni masih tentang spoof text yang berjudul Fixing the Headstone. P menyuruh salah satu S yang bernama Musadik untuk membacanya secara keras. Karena hanya satu orang yang membawa kamus di kelas itu, maka P menyuruh sepuluh S maju kedepan untuk menuliskan kata-kata yang sulit untuk kemudian dicari artinya bersamaan. P juga menginstruksikan untuk salah satu siswa menerangkan isi dari cerita tersebut. Tidak ada yang mau meskipun ditunjuk. Beberapa S terlihat sibuk dengan aktifitas

mereka sendiri. Setelah P mendekati mereka, mereka ternyata mereka sedang mengerjakan tugas Agama Islam yang menjadi mata pelajaran setelah pelajaran bahasa Inggris. P hanya menegur untuk menutup dulu buku agamanya. P bertanya lagi apakah ada volunteer untuk menceritakan kembali isi dari cerita dari teks itu kepada teman-teman yang lain. Akhirnya ada satu S yang mau untuk mengungkapkan. P mengucapkan terimakasih kepada S yang bernama Shinta tersebut.

P kemudian memperlihatkan slide tentang concord dan menitikberatkan pada conjunction. Terlihat banyak siswa yang tidak memperhatikan. Beberapa kali P berkata, “Pay attention, please!”. Tidak mempan. Kemudian ada salah seorang S dengan suara keras, “Stttttttttttt....mbok do meneng tho”. Terlihat S diam. Namun hanya bertahan sebentar. P kemudian mengatakan lagi, “ya sudah, kalian mau memperhatikan apa tidak, itu terserah kalian. Kalian sudah saya anggap dewasa”. Setelah itu S diam. P menerangkan tentang concord. P bertanya apakah ada pertanyaan dari S. Tidak ada pertanyaan. P memberikan latihan soal untuk S. Kelas kembali ramai. P memberikan waktu 10 menit untuk berdiskusi mencari jawaban yang sesuai untuk soal-soal yang diberikan.

Setelah 10 menit berlalu, P dan S mendiskusikan tentang jawabannya. Setelah selesai, P menawarkan untuk pertanyaan. Tidak ada yang bertanya. Waktu tersisa sekitar 30 menit. P menginstruksikan S untuk membuat spoof text di kertas yang sudah disediakan. Beberapa respon S, “yah, nulis lagi mbak...yah”. P kemudian membagikan worksheet kepada P untuk menulis spoof text. Ketika melihat gambar yang ada di worksheet, spontan mereka para S tertawa.

P berkeliling ke kelas untuk melihat pekerjaan mereka. Banyak dari S laki-laki tidak tahu bagaimana harus mengungkapkan idenya ke dalam tulisan. “Loh dek, koq belum ada tulisanya”, tanya P. kemudian S menjawab, “bingung mbak mau menyusun kata-katanya”. Karena hanya satu S yang membawa kamus di kelas, maka banyak S yang bertanya kepada P tentang artinya dalam bahasa Inggris. “Mbak, bahasa Inggrisnya Kolam apa”, “Mbak bahasa Inggrisnya tenggelam apa mbak?”, “mbak, bahasa Inggris jam tangan opo he mbak?”, “mbak, bahasa Inggrisnya comberan apa mbak?”, “mbak, bahasa Inggrisnya tepi sungai apa mbak?”, “Mbak, sama ga wacth dengan arlogi? Kalau aku pakai arlogi boleh ga mbak?”, dan lain-lain. Ada juga S yang meminta T untuk membaca sekilas tulisan sementara dia dan meminta P untuk membenarkan tulisan mereka. Ditengah tengah itu, GBI meminta ijin pamit kepada P untuk meninggalkan kelas duluan, dan P pun mengizinkan.

Tepat pukul 11.45 bel istirahat pun berbunyi. Banyak dari mereka yang mengumpulkan, namun ada pula yang masih mengerjakan. Kelas sudah bubar, dan T masih harus dikelas untuk menunggu S yang belum selesai menulis. S mengumpulkan worksheetnya, dan T kemudian meninggalkan kelas.

No	: FN 17
Tanggal	: 8 February 2012
Tempat	: Kelas XI IPS 3
Waktu	: 10.15 -11.45
Hal	: Pelaksanaan pertemuan kelima

P tiba disekolah pada pukul 09.30. P menunggu di depan sekolah karena GBI sedang mengajar. Setelah bel istirahat yakni pada pukul 10.00, P menuju ke ruang guru untuk menemui GBI. Sampai di ruang guru atau kantor, GBI menyambut P dengan sangat ramah. GBI menanyakan kepada P apakah P sudah siap untuk mengajar hari ini. P menjawab sudah. P juga menunjukkan alat-alat atau materi-materi yang sudah disiapkan untuk mengajar. GBI dan P berdiskusi membahas data data penelitian.

Bel masuk pelajaran berbunyi pada pukul 10.15 tepat. GBI ijin ke kamar mandi sebentar. Pada pukul 10.20 GBI dan P masuk ke kelas. Terlihat masih ada beberapa siswa laki-laki yang berada di luar kelas. Ketika GBI dan P berada di luar pintu, beberapa S meminta ijin keluar untuk mengurus administrasi di kantor TU. GBI pun mengijinkan. P dan GBI masuk kelas. Terlihat masih banyak S yang belum duduk di kursi mereka. Masih banyak yang berlarian dan merumpi. GBI mengucapkan salam. S pun menjawab salam mereka. GBI memberikan pengumuman terkait pengumpulan tugas writing yang kebanyakan S belum mengumpulkan. Terlihat S memperhatikan penjelasan GBI. Ada beberapa S yang kemudian bertanya tentang mekanisme tugas tersebut. Setelah selesai, GBI mempersilahkan P untuk mengajar.

P mengucapkan salam kepada S. S menjawab salam. P menyapa S, “How are you today?”. Tidak ada S yang menjawab. Kemudian P mengulangi sapaannya tadi. S pun menjawab meskipun tidak serempak. P kemudian menanyakan apakah mereka sudah siap untuk menerima pelajaran apa tidak. Serempak S menjawab bahwa mereka sudah siap. Kemudian S membagikan tugas mereka yang kedua yang sudah diberikan feedback. Ketika menerima hasil tulisan yang sudah diberi feedback, berbagai respon datang. Ada yang spontan berkata, “aduh koq dapat muka sedih lagi”. Ada pula yang berseru, “horee aku dapat senyuman”. Kemudian, P bertanya kepada seluruh kelas tentang pendapat mereka terhadap feedback yang diberikan. S pada diam. Akhirnya P melanjutkan pembahasan yang lain.

P memberikan apresepsi kepada S dengan mengambil salah satu kalimat dari S kemudian memperlihatkannya di layar LCD. P mengatakan bahwa kebanyakan dari S itu kurang begitu bisa untuk mengungkapkan kata-kata yang seperti dalam slide. Kemudian P bertanya kepada S, “ya ga?”. Mereka menjawab, “kadang mbak”. Setelah itu, P memperkenalkan tentang adjective clause. P membagikan handout tentang adjective clause. P menjelaskan sampai selesai. Tampak S kurang begitu memperhatikan. Kemudian, P menawarkan pertanyaan. Tidak ada yang bertanya. Namun ada yang menyuruh untuk mengulangnya. P kemudian mengulangnya dari awal. Kemudian P memberikan beberapa contoh soal untuk dikerjakan bersama-sama. Setelah itu, P membagikan lembar kerja untuk mereka. S mengeluh, “yah, kertas lagi”. Ada satu S yang mengatakan, “Mbak koq kertas terus tho”. P hanya tersenyum.

P menyuruh mereka untuk mengerjakan soal-soal yang dibagikan dengan teman sebangkanya. Setelah lima menit, P berkeliling ke meja para S. Banyak S yang bertanya. “mbak iki piye tho, aku ga donk”. P menjawab, “mana yang ga paham, sini kita kerjakan bersama-sama”. Dalam proses mengerjakan, terlihat kelas ramai. Mereka pada berkumpul untuk mengerjakan bersama-sama. Setelah selesai

<p>berkeliling, dan terlihat semua siswa sudah selesai dengan apa yang dikerjakan, maka p menyuruh lima S untuk maju kedepan mengerjakan di depan. Namun, ada guru yang masuk untuk memanggil salah satu S. P mempersilahkan dan S tersebut meminta ijin untuk keluar. Kelas masih terlihat sangat gaduh. Para S sudah tidak menempati kursi mereka masing-masing. Akhirnya P menunda untuk membahas soal-soal tersebut untuk menertibkan mereka karena sampai ada yang keluar kelas. Setelah kelas terkendali, barulah satu persatu S maju kedepan untuk menulis jawaban mereka. Kemudian P membahas tulisan mereka. Setelah selesai, P kemudian bertanya apakah ada pertanyaan apa tidak. Tidak ada pertanyaan dari siswa. P pun menutup pelajaran dan mengucapkan salam.</p>	
<p>No : FN 18 Tanggal : 15 February 2012 Tempat : Kelas XI IPS 3 Waktu : 11.45-12.00 Hal : Wawancara dengan siswa</p>	<p>Setelah GBI selesai mengajar, P kemudian mewancarai S terkait pertemuan kelima. P menanyakan tentang pengaruh feedback kepada kemampuan mereka. Semua S yang diwawancarai menjawab bahwa mereka merasa terbantu dengan adanya feedback yang diberikan. Setelah selesai, P pamit pulang.</p>
<p>No : FN 19 Tanggal : 22 February 2012 Tempat : ruang piket Waktu : 09.00-10.00 Hal : Wawancara dengan guru</p>	<p>P datang ke sekolah disambut oleh GBI yang sedang piket. Hari itu P ingin mengoreksi tulisan siswa pada pertemuan yang keempat kemudian mendiskusikanya bersama GBI. GBI kemudian memberikan coretan kepada tulisan S. GBI memberikan komentar yang lumayan banyak terhadap peningkatan adanya feedback dan juga aspect menulis lainnya.</p>
<p>No : FN 20 Tanggal : 22 February 2012 Tempat : Kantor TU Waktu : 10.00-10.30 Hal : Meminta surat keterangan</p>	<p>P datang ke kantor TU untuk meminta surat keterangan penelitian. P disuruh duduk dulu karena petugasnya sedang ada urusan. Setelah menunggu 10menit, P kemudian ditanya tujuanya. Petugas TU kemudian mengetiknya surat keteranganyanya. P disuruh foto kopinya. Setelah itu, P menunggu lagi karean memerlukan tanda tangan kepala sekolah. Setelah surat keterangan sudah jadi, P pamit pulang dan juga pamitan dengan para petugas TU, para guru piket termasuk GBI dan kepala sekolah.</p>

Appendix B

(Interview Transcripts)

Interview Transcripts with the English Teacher

Date: 6 Agustus 2011 Time: 10.00-10.15 Place: R. Guru Topic: review Responden: GBI	P	:	Assalamualikum Pak Erfak...
	GBI	:	Waalaikumsalam Mbak Tami... mau interview apa mbak Tami?
	P	:	Iya pak,, jadi ini mau tanya dulu pak.. kelas dua belas itu yang dinilai paling bermasalah kelas mana Pak?
	GBI	:	Maksudnya bermasalah gimana Mbak?
	P	:	Ya kelas yang susah diatur dan dari segi akademis rata-rata anaknya itu nilainya paling rendah.
	GBI	:	IPS 3 mbak. Itu banyak guru yang mengeluh tentang kelas itu
	P	:	mbak.
	GBI	:	Baik Pak.. XI IPS 3 ya. Pak, ini Pak, di kelas XI IPS 3 itu permasalahan-permasalahan yang dijumpai dalam mengajar skill writing itu apa pak?
	P	:	Oh.. anak-anak itu suka ga bawa kamus mbak ketika ada pelajaran bahasa inggris. Padahal mereka ada belum banyak kosakata yang dikuasai dalam bahasa inggris. Yang membawa
	GBI	:	kamus aja paling paling cuma satu orang mbak.
	P	:	Oh gitu pak.. kemudian apa lagi Pak?
	GBI	:	Mereka itu sulit untuk disuruh membuat tulisan dalam bahasa inggris mbak. Pasti ada yang ga mengumpulkan, kalau mengumpulkan pun banyak dari mereka yang nyontek dari temanya Mbak.
	P	:	Wow,, gitu ya pak. Pak, menurut bapak, mereka selama ini ketika menulis itu kesulitannya dimana Pak?
	GBI	:	Di grammar mbak. Mereka masih bingung ketika mau menggunakan tenses apa dalam kalimat itu.
	P	:	Terus pak?
	GBI	:	Mereka juga masih susah mbak menyusun kalimat mbak. Bingung mungkin untuk meletakkan verb, adjective. Terus mereka juga mengungkapkan apa yang ada dalam otaknya mbak. Jadi, mereka itu kesulitan dalam menuangkan ide dalam tulisan. Wah, kalau dilihat tulisanya mbak, sayangnya kemarin saya mengembalikan semua tulisanya, masih banyak yang salah. Bahkan banyak dari beberapa siswa itu yang tulisanya ga bisa dimengerti. Artikel masih banyak yang salah, dan banyak lagi mbak.
	P	:	Kalau fragment Pak? Maksudnya apakah mereka sering missing subject atau verb dalam kalimat?
	GBI	:	Iya mbak, itu sangat sering dijumpai.
	P	:	Apakah masalah masalah tadi membuat kemudian tulisan mereka tidak bisa dimengerti Pak?
	GBI	:	Iya mbak... tadi seperti yang saya sampaikan, membingungkan.
	P	:	Ok pak. Kemudian Pak, bapak apakah selalu memberikan response atau feedback kepada tulisan mereka Pak?

	GBI	:	Ga selalu mbak,,,tapi sering. Bagaimana cara bapak memberikan feedback kepada tulisan mereka Pak?
	P	:	Saya biasanya memanggil mereka satu persatu ke meja saya dan kemudian saya kasih tau bagaian yang salah dan kemudian
	GBI	:	membetulkanya.
	P	:	Apakah bapak memberikan coretan kepada tulisan mereka yang membenaran dari yang salah tadi Pak?
	GBI	:	Tidak mbak..saya hanya menjelaskan saya secara lesan.
	P	:	Baiklah pak, saya kira cukup pak. oh ya pak, nanti saya bisa masuk kelas buat observasi kapan pak?
	GBI	:	Setelah lebaran aja mbak, karena pas itu saya merencanakan
	P	:	untuk mengajar writing.
	GBI	:	Iya pak, nanti saya sms ya pak.
			Ya mbak.
			Makasih ya pak, saya pamit.
			Ya mbak. Sama sama.
Date: 11 January 2011 Time: 10.30-10.45 Place: R. Guru Topic: review	P	:	Pak Erfak....
	GBI	:	Gimana gimana mbak Tami..
	P	:	Aaa...Pak Erfak gimana tadi saya mengajar?
	GBI	:	Bagus mbak bagus mbak..persiapannya sudah sangat bagus, anak-anaknya juga kelihatanya pada suka
	P	:	Oh. Emm,,kalau kekuranganya gitu pak?
	GBI	:	Sudah mbak, sudah bagus
	P	:	Mmmm,,,kalau penggunaan bahasa Indonesia saya pak? Saya merasa saya banyak menggunakan bahasa Indonesia ketimbang bahasa Inggris.
	GBI	:	Oh itu,,,ga papa mbak. Mereka itu lebih mudeng kalau gurunya pake bahasa Indonesia. Saya juga lebih banyak menggunakan bahasa Indonesia koq mbak. Sekarang tu mbak yang penting itu apa sih?yang penting kan mereka mengerti apa yang kita ingin sampaikan kan mbak.
	P	:	Iya sih pak,,,Tapi paling tidak kita harus membatasi pak,,,bagaimanapun juga, mereka harus ada language inputnya.
	GBI	:	Iya mbak,,,tetap harus ada language inputnya.
	P	:	Hehe
	GBI	:	Terus besok mau gimana mbak di pertemuan berikutnya?
	P	:	Bagaimana kalau melanjutkan pak? Jadi, besok masih practice lagi, yakni grammarnya. Kemudian kalau waktunya masih, langsung mereka disuruh nulis gitu pak. Gimana?
	GBI	:	Ya gitu ga pa pa mbak.
	P	:	Ya, gitu aja ya pak. Saya pamit.
	GBI	:	Iya mbak, saya juga mau ngajar kelas X.
	P	:	Nggih
Date: 9 Januari	P	:	Assalamualaikum pak.

<p>2011 Time: 14.00 – 14.30 Place: Topic: prepare next meeting</p>	<p>GBI P GBI P GBI P GBI P</p>	<p>: Waalaikumsalam mabk Tami. Wong saya suruh sms saja koq mbak Tami. Kalau wira wiri kesini kan nanti kasihan mbak Taminya.mau tanya apa mbak Tami? : Iya pak,,hehe. Ini berkaitan dengan besok pak. Saya masih ga yakin pak besok itu mau free writing atau guided writing. Nek biasanya gimana pak? : Biasanya guided mbak, mereka tak kasih topik. Tapi nek mau dicoba free writing juga gpp mbak. : Nek dikasih topic gimana pak? : Mereka itu sama saja mbak kalau menurut saya. Anak-anak di kelas itu tu kalau disuruh menulis pada ga mu nulis, bahkan ada yang ga ngerjakan mbak. Ya, coba saja mbak dengan free writing : Gitu pak? Dicoba free writing dulu aja nggih? : Ya mbak,,gitu aja. Sukses ya mbak : Makasih pak. Nuwun.</p>
<p>Date:18 Januari 2011 Time: 11.15 – 11.20 Place: classroom</p>	<p>P GBI P GBI P</p>	<p>: Pak, gimana ni pak? Saya ga yangka sudah 30 menit berlalu, tapi banyak anak-anak terutama yang cowok belum membuat sama sekali..apa tulisan mereka dibuat PR saja pak? Dikumpulkan dua hari dari sekarang gitu pak? : Mereka tu nanti malah ga ngerjain mbak... : Gitu pak,,mm, kalau begitu, bagaimana kalau dikumpulkan saja pak? Biar langsung bisa diberi feedback. : Ya mbak, dikumpulkan saja. : Ok pak.</p>
<p>Date:21 Januari 2012 Time: 08.00-09.30 Place: Ruang Piket</p>	<p>P GBI P GBI P GBI P GBI P</p>	<p>: Assalamualaikum. Lagi sibuk ya pak? : Waalaikumsalam. Enggak mbak,,wong saya Cuma piket aja koq. Gimana mbak Tami mau tanya tanya apa mbak? : Pak Erfak,gini pak. Kedatangan saya kesini untuk pertama menanyakan tentang pertemuan kemarin pak dan juga tanggapan bapak tentang tulisan siswa ini pak. Oh gitu. Ya mbak, gapapa. : Baik pak, menurut bapak, kemarin itu anak-anak pada donk ga ya pak tentang spoof text? : ya mbak, kalau tentang teorinya mereka masih bisa mbak. Biasanya mereka juga hafal bagian-bagian dari sebuah text itu. Kalau suruh nyebutin apa language featurenya, mereka juga pasti bisa. Tapi, mereka pasti nanti ga bisa pas menerapkanya mbak. : Oh gitu ya pak,,Pak, ini pak tulisan mereka pak. menurut bapak, bagaimana tulisan ini dilihat dari contentnya pak? : Ini masih kurang mbak. Kemarin mereka pas di kelas itu susah dapet idenya ya mbak. Jadi waktunya habis untuk mencari ide saja. : Iya he pak. kemarin kan kita mau mencoba untuk free writing pak. wah, kali ini bisa untuk pelajaran untuk pertemuan berikutnya pak.</p>

	GBI	:	Iya mbak, biasanya saya ngasih topic gitu. Mereka itu mbak, kebanyakan pada tidak mau mengerjakan, kalau mengerjakan pun nanti banyak yang sama.
	P	:	Oh gitu ya pak. Pak, kalau dari segi language terutama tensesnya gimana Pak?
	GBI	:	Iya mbak, masalah anak-anak dari dulu memang terletak pada tenses. Mereka sering sekali membuat kesalahan tidak menggunakan tenses yang sama di dalam kalimat. Padahal jelas sekali disitu keterangan waktunya adalah past tenses. Dari dulu mbak sudah diberi tau, tapi ya namanya anak-anak. Mereka kebanyakan langsung lupa gitu mbak.
	P	:	Iya ya pak. agak seditit susah mengajar. Hehehe. Oh ya pak, rencana saya pekan depan akan membahas tulisan mereka. Pak, perlu ga sih pak saya memberikan oral feedback kepada mereka?
	GBI	:	Dikasih aja mbak. Karena mereka itu mbak pasti banyak yang tidak memperhatikan tentang feedback yang diberikan. Dikasih penjelasan secara oral kadang juga mereka tidak memperhatikan.
	P	:	Oh gitu pak,,kira kira perlu menekankan pada apa ya Pak?
	GBI	:	Kalau menurut mbak Tami apa?
	P	:	Hehe..kalau saya sih pak masalah content, language, dan mechanic. Karena kan kebanyakan dari tulisan mereka yang tidak memenuhi bagian-bagian dari spoof text. Kalau language itu pun nanti paling hanya untuk past tense, agreement, dan fragment. Dan juga takut overwhelming gitu pak. gimana menurut bapak?
	GBI	:	Ya mbak..itu saja mbak. Saya setuju mbak.
Date: 25 January 2012 Time: 09.35-09.40 Place: in front of Ruang Guru Responde: GBI 2	GBI2	:	Eh mbak Tami...
	P	:	Iya bu
	GBI2	:	Gimana mbak? Udah selesai?
	P	:	Belum bu, hari ini insyAllah selesai cycle pertama. Nanti cycle yang kedua insyAllah pecan dua bu. Sangat susah bu anaknya untuk mengumpulkan tugas.
	GBI2	:	Oh ya. Di kelas berapa tho mbak?
	P	:	Di kelas XI IPS 3 bu
	GBI2	:	Wah ya iya mbak..anaknay susah susah mbak di kelas itu. Paling susah. Coba kalau di IPS yang lain, pasti lebih mudah.
	P	:	Iya bu, tidak apa-apa. Memang dulu nyarinya yang paling bermasalah bu.
	GBI2	:	Oh gitu, ya sudah mbak. Sukses ya mbak untuk penelitiannya.
	P	:	Iya bu, terimakasih.
Date : 25 January 2012 Time: 09.45 – 10.15 Place: ruang	P	:	Pak Erfak, bagaimana pak kabarnya?
	GBI	:	Mbak Tami..malah semakin parah ini mbak. Saya ternyata terkena batuk bronchitis mbak.
	P	:	Oh ya pak,,,semoga lekas sembuh pak
	GBI	:	Iya mbak...terimakasih. Nanti gimana mbak? Mau ngapain?

guru Responde: GBI	P	: Ini pak, nanti saya akan membahas kalimat mereka yang salah pak. Dan juga ini pak, ini pak feedback yang saya maksudkan. Jadi, kita memberikan feedback langsung, memberikan membenaran
	GBI	: langsung pada grammar ataupun tulisan yang kurang tepat pak.
	P	: Oh, kaya gini mbak yang dimaksudkan. Bagus mbak. Nanti anak-anak pasti langsung tahu kesalahan mereka.
	GBI	: Semoga saja mbak. Oh ya pak, ini banyak anak anak yang tidak memenuhi generic structure yang ada di spoof text.
	P	: Oh iya mbak,,,dari dulu. Mereka kebanyakan tidak memenuhi itu mbak.
	GBI	: Terus juga mbak, kadang dalam satu paragraph itu, ada menggunakan dua tenses, past sama present. Trus, banyak yang melakukan kesalahan fragment pak, yaitu dalam satu kalimat itu banyak yang tidak ada verbnya. Coba dilihat pak ditulisan ini.
	P	: Iya mbak,,,memang banyak. Anak-anak itu memang kaya gitu. Nanti kalau diingatkan, besok aja udah lupa mbak.
	GBI	: Iya ya pak. Selain itu juga pak, banyak anak-anak yang tidak peka dengan spelling dan punctuationnya. Jadi ketika punctuationnya itu tidak jelas, maka kita kadang bacanya juga bingung pak. Maksudnya apa tulisan ini. Coba dilihat pak.
	P	: Iya mbak, memang banyak yang melakukan kaya gitu. Kalau ini juga langsung dibenarkan pak. Sama kaya yang tadi
	GBI	: pak diberi feedbacknya.
	P	: Oh ya mbak.
	GBI	: Nah pak, ini beberapa kalimat yang nanti akan menjadi bahan pelajaran di kelas. Yakni dari beberapa tulisanya siswa.
	P	: Iya mbak,,bagus. semoga dengan cara ini bisa meningkatkan kemampuan menulis siswa. Saya jujur belum pernah mempraktekkan cara yang kaya gini mbak
	GBI	: Iya pak, makanya saya penelitian disini pak. Pak, sudah bel pak. Ke kelas sekarang pak?
	P	: Ya mbak,, mbak nanti saya mengumumkan pengumuman pembayaran LKS dulu ya mbak. Monggo pak.
Date :1 February 2012 Time: 10.00 – 10.15 Place: ruang guru Responde: GBI	P	: Pak Erfak, mau refleksi tentang pertemuan kemarin donk pak. Kemarin kan belum sempat untuk mengobrol untuk merefeksi
	GBI	: pak.
	P	: Oh ya mbak, kemarin saya benar-benar kurang fit, jadi tidak sempat mengobrol dan hanya separo jam kelas saja. Gimana mbak?
	GBI	: Iya pak, jadi kemarin saya dikelas menampilkan semua kalimat yang salah kemarin pak. Terlihat banyak anak yang memperhatikan. Tapi ga tau juga pak, apakah mereka diamnya itu donk apa tidak. Hehe. Kemarin juga pas tak beri exercise, mereka donk harus membenarkan kaya apa. Memang kemarin

	GBI	:	saya menekankan pada fragment yang dimana satu kalimat itu missing subject atau verbnya, spelling, dan punctuationnya.
	P	:	Iya mbak, saya jujur belum pernah mengajarkan yang seperti itu. Malah sangat untung mbak.
	GBI	:	Iya pak. Kemarin setelah usai pelajaran, saya juga melakukan interview dengan beberapa siswa pak tentang bagaimana
	P	:	menurut mereka bagaimana tentang feedback yang diberikan. Iya mbak, terus bagaimana mbak pendapat mereka?
		:	Dari 6 yang saya wawancarai, 5 orang diantaranya mengatakan bahwa feedback yang diberikan sangat membantu. Mereka jadi tahu kesalahannya dan juga tahu bagaimana yang benar. Hanya satu orang yang mengatakan bahwa sama aja mbak diberi feedback atau ga karena sama sama ga donk.
Date :8 February 2012 Time: 10.00 – 10.15 Place: ruang guru Responde: GBI	P	:	Pak Erfak, Assamualaikum.
	GBI	:	Waalaikumsalam Mbak, gimana mbak?
	P	:	Ya pak, sesuai yang kita diskusikan kemarin, hari ini akan membahas adjective clasue.
	GBI	:	Oh iya mbak, monggo aja. Latihanya gimana mbak, apakah sama dengan yang di LKS?
	P	:	Ada sebagian yang diambil dari LKS pak, namun ada pula yang saya ambil dari internet.
	GBI	:	Oh ya, malah bagus mbak. Terus gimana mbak data-data yang dibutuhkan, apakah sudah komplit semua?
	P	:	Nah itu pak, yang tugas cycle pertama, mereka belum mengembalikan tulisan mereka yang sudah diberikan feedback. Pun juga yang cycle 2. Hanya beberapa yang mengumpulkan di cycle yang pertama. Yang kedua baru mau saya tagih hari ini
	GBI	:	pak.
	P	:	Anak anak di kelas itu memang susah mbak. Dulu mbak tami yang milih di kelas itu lho ya..tak saranin di kelas yang lain ga mau.
	GBI	:	Hehe...gapapa pak, yang paling problematic yang baiknya untuk penelitiana action research ini pak.
		:	Oh gitu. Mbak kemarin saya ikut MGMP. Ada sosialisasi tentang RPP mbak. Jadi yang seperti ini yang sekarang dipake
	P	:	mbak. Character building mbak. Agak ribet. Saya aja yang
	GBI	:	mudah aja ga pernah buat, apalagi yang seperti ini mbak.hehe
	P	:	Mana pak? Oh,,,kaya gini. Boleh pinjem ga pak? Buat referensi. Monggo mbak. Mbak, saya ijin ke toilet dulu ya mbak.
		:	Iya pak.
Date :8 February 2012 Time: 11.50 – 12.10 Place: ruang guru	P	:	Pak Erfak,,mengajar hari ini kacau pak. Anak-anak pada lari
	GBI	:	semua.
	P	:	Sudah biasa mbak. Kan sudah saya bilang tho.
		:	Hehe..iya pak. Tapi mereka bagusnya pak, meskipun ramai, tapi mereka mendengarkan pak, dan antusias untuk menunjukkan
	GBI	:	pekerjaan mereka. Mereka itu unik pak.

Responde: GBI	P	: Iya mbak. Trus, menurut mbak tami mereka donk ga dengan adjective clause?
	GBI	: Pas saya menerangkan didepan sih, mereka sepertinya tidak begitu donk pak, tapi kemudian pas mereka mengerjakan soal latihan, mereka donk pak. Mereka pada bertanya tentang bagaimana mengerjakanya. Mereka terlihat sangat antusias untuk bertanya pak, meskipun tidak semua.
	P	: Oh gitu mbak,,,trus rabu depan mbak?
	GBI	: Iya pak, saya hanya tinggal butuh tulisan mereka saja pak. Setelah itu cukup pak. Karena dilihat dari tulisan yang kedua ini, ada peningkatan pak, meskipun tidak begitu significant. Jadi, pekan yang mengajardi depan pak Erfak saja ya pak. Saya pekan depan hanya butuh interview dengan murid murid saja pak. Dan
	P	: mengambil photo pas saya interview pak.
	GBI	: Oh ya mbak, nanti tak fotokan mbak. Hehe
	P	: Siap pak
Date :18 February 2012 Time: 08.30 – 09.30 Place: ruang piket Responde: GBI	P	: Assalamualaikum Pak Erfak
	GBI	: Waalaikumsalam Mbak Tami..apa kabar mbak?
	P	: Baik pak, Alhamdulillah. Oh ya pak, kedatangan saya hari ini mau bertanya tanya pak sama Pak Erfak.
	GBI	: Tanya apa mbak Tami?
	P	: Pertama pak, saya ingin minta pendapat pak Erfak mengenai beberapa tulisan anak-anak ini pak. kemarin kan belum sempat untuk berdiskusi masalah nilai ini ya pak? ini pak tulisanya Minggir. Menurut bapak, permasalahan-permasalahan apa yang ada dalam tulisan minggir ini pak?
	GBI	: Yang ini mbak, grammarnya mbak. Ini banyak yang salah. Mereka itu kebanyakan susah mbak untuk menggunakan tenses yang tepat. Mereka juga masihbingung mbak untuk menyusun sebuah kalimat dengan benar. Bingung dimana harus
	P	: menempatkan verb, adjective.
	GBI	: Oh gitu pak, kembali ke tulisan ini pak. apa lagi pak selain grammar yang masih banyak permasalahan pak? vocabnya gimana pak?
	P	: Oh iya mbak ini..jadi banyak pula dari anak-anak itu kesulitan dalam mengartikan suatu kata kedalam bahasa inggris. Mereka
	GBI	: sangat lemah dalam hal vocabulary. Lagi pula mereka juga banyak yang tidak membawa kamus ketika pelajaran bahasa inggris.
	P	: Oh gitu pak. kalau masalah spelling dan punctuationnya pak?
	GBI	: Oh iya itu mbak. Banyak dari anak-anak itu yang tidak memperhatikan masalah-masalah spelling dan punctuationnya itu. Mereka menganggap hal itu bukan masalah.
	P	: Iya pak, benar. Kalau masalah content gimana pak. kemarin saya kan bilang sama mereka suruh memenuhi bagian bagian dari spoof text itu pak, kaya introduction, events, dan twistnya pak.

	P	: Kalau tulisan ini sih mbak menurut saya masih kurang. Mereka itu tau mbak kalau suruh nyebutin bagian bagian dari spoof text. Ada introduction, events, dan twist. Tapi mbak, nanti pas mereka menulis, mereka pasti akan melupakan bagian-bagian itu semua. Mereka hanya bisa menyebutkan, namun untuk menerapkannya kurang bisa mbak. Tidak semua siswa memang mbak. Tapi hampir semua siswa mbak kaya gitu. Kaya tulisan ini saja mbak, kalau mereka suruh nyebutin lagi mana introduction, events, dan twist, saya jamin Minggir dan yang lainnya tidak bisa untuk menjawab. Karena ya tadi mbak, mereka itu tidak bisa bagaimana sih cara menerapkannya.
	GBI	: Oh gitu pak..oh ya pak, kemarin kan saya treatmentnya pake teacher direct feedback kan pak..nah, ini kemarin tulisanya Minggir sudah saya beri feedback pak. dan ini perubahanya pak. kira kira ada perubahan ga pak? Ya ada mbak. Mestinya ada. Ini liat saja

Interview Transcripts with Students

<p>Date: 15 September 2011 Place: Kelas XI IPS 3 Time: 10.15-10.30 Responden: S27 dan S6(Sinta dan Claudia)</p>	<p>P : S27 : P : S27 : S6 : P : S6 : P : S6 : P : S6 : P : S6 : P : S6 : P : S27 : P : S6 : P : S : Itu aja dek? Dia mah Miss udah pinter. Haha..oke deh dek, makasih ya waktunya. Sama-sama Miss</p>	<p>: Dek Sinta, tanya-tanya bentar boleh ndak? : Ya miss..ada apa miss? : Dek, sering ga diberi tugas untuk menulis sebuah text? : Sering miss,,eh,tapi jarang juga sih..ya ga clau? : Iya jarang miss. Kenapa miss? : Ga papa dek. Kalau pas nulis gitu, ada kesulitan ga dek? : Wah kalau aku bener bener ga bisa Miss. Sulit miss bahasa inggris itu. : Kesulitannya dimana dek? : Itu lho Miss nulisnya itu ga bisa...bingung gitu. : Maksudnya bingung menyusun kalimat gitu pow dek? : Iya Miss. : Terus apa lagi dek? : Itu juga miss, banyak yang ga ngerti bahasa inggrisnya kata ini gitu, terus bingung juga mau pake tenses apa gitu miss. : Oh gitu. Apa lagi dek kesulitannya? : Ya itu Miss. : Kalau dek Sinta apa? : Kalau saya sih mis suka lupa cara nulis kata tertentu dan juga kurang kaya vocabulary miss.</p>
<p>Date: 15 September 2011 Place: Kelas XI IPS 3 Time: 10.15-10.30 Responden: S24 (Rizal)</p>	<p>P : S24 : P : S24 : P : S24 : P : S24 : P : S24 : P : S24 :</p>	<p>: Dek, bisa tanya-tanya bentar ga? : Mbok jangan aku mbak, aku ga ngerti apa-apa. : Yang lain aja. : Ga papa dek, ini bukan tanya tanya serius koq. Ga perlu mikir berat malah. Ok? : Haha..arep takok opo tho mbak? : Nah mbok nggono...haha. Iki dek, kamu kalau nulis bahasa Inggris, ada kesulitan? : Ada banget mbak. : Misalnya gimana dek kesulitannya? : Piye yo mbak...angel banget arep nulis kie. : Susah idenya apa susah mau nyusun kalimat? : Nah, susah sing nyusun kalimat mbak. : Terus apa lagi?</p>

	P S24	:	Yo kuwi mbak, pokoe bahasa inggris kie susah mbak,,hehe. Oke dek, makasih ya waktunya Yo mbak.
Date: 18 Januari 2012 Place: Class XI IPS 3 Time: 11.45-12.00 Responden: S13 (Hening)	S P S P S P S P S P S P S	:	Mbak, rumahnya mana e? Mbak? Rumahnya Karanganom dek,,,tapi tinggalnya di Jogja. Jogjanya mana mbak? Depan JIH dek, pas. Tau? Tau mbak. Dek, tadi gimana? Ada kesulitan ga pas nulis? Ada mbak. Ga ada ide mbak buat nulis. Masak sih? Ga punya pengalaman lucu pow? Lupa mbak. Susah ngingetnya. Trus susah juga nulis yang ada di otak ke tulisan. Mmm,,,gitu. Ya,,ya. Mbak, aku ngembaliin LCD dulu ya? Oh ya dek. Makasih ya. Sama sama mbak.
Date: 18 Januari 2012 Place: Class XI IPS 3 Time: 11.15-11.20 (in teaching learning process) Responden: S18 (Minggir)	P S18 P P	:	Minngir, koq belum mengerjakan sama sekali? Ada kesulitan? Bingung mbak mau nulis apa. Ga ada ide. Kamu punya cerita lucu ga? Pengalaman lucu mungkin? Ga he mbak.

Date: 18 Januari 2012 Place: Class XI IPS 3 Time: 11.15-11.20 (in teaching learning process) Responden: S12(Fauzan)	P : S12 : P : S12 :	Fauzan, koq belum ada tulisanya? Ada kesulitan? Sik, lagi mikir ceritane mbak. Ya, segera ditulis ya. Bingung mbak mau nulisnya kaya mana. Susah mengungkapkan dalam kata-kata.
Date: 18 Januari 2012 Place: Class XI IPS 3 Time: 11.45-12.00 Responden: S18 (Minggir)	P : S : P : S : P : S : P : S : P : S : P : S : P : S : P : S : P : S :	Hi Minggir... Opo mbak? Boleh tanya tanya bentar ga? Weleh, koq aku to mbak, mbok liyane. Ga pa pa, cuma bentar koq. Takok opo mbak? Dek, tadi gimana? Ada kesulitan ga? Yang mana mbak? Yang pas nulis? He em Susah mbak,,,ga punya ide buat nulis. Jadi blank. Loh kan pertemuan kemarin udah disuruh buat menyiapkan cerita lucunya. Lali mbak...hahaha Trus, selain itu? Apa lagi yang merasa sulit? Kuwi lo mbak,,,susah nulis, ga ngerti bahasa inggrise iki opo ngono. Oh gitu ya...Ok. Makasih ya dek Yoh mbak
Date: 18 Januari 2012 Place: Class XI IPS 3 Time: 11.45-12.00 Responden: Ss (S1:Claudia and S2:Sinta)	P : S1 : P : S1 : P : S1 : S2 : P : S1 :	Hai Claudia Sinta..gimana kabarnya? Kalian koq berdua terus dari dulu? Baik miss. Miss sendiri gimana? Iya miss,,,kita kan sohiban. Alhamdulillah baik. Dek, tadi gimana dek? Ada yang susah ga? Kalau aku pusing miss,,,pusing. Ga konsen. Banyak PR. Bingung nulisnya gimana miss. Mmm..kalau Sinta gimana? Dia mah miss keren...sudah sangat pintar dalam bahasa inggris. Enggak miss. Itu lho miss, kalau mau ngartiin sesuatu. Harus bukak kamus dulu. Trus, di kamus kan juga kadang ga seperti yang kita maksudkan. Susah juga miss kadang kadang nulis yang sesuai dengan tata bahasa yang bener. Mmm...gitu. Ya,,nanti kalau belajar serius juga

			pasti mudah dek. Iya miss...
Date: 18 Januari 2012 Place: Class XI IPS 3 Time: 11.45-12.00 Responden: S 15(Jalu)	P S P S P S P S P S	:	Hi Janu..tanya bentar ya? Apa mbak? Tadi ada yang sulit ga pas nulis? Banyak mbak. Apa aja dek? Ga punya ide mbak. Trus bingung mau pake grammar apa pas nulis. Lo tadi kan mbak udah bilang buat ga peduliin grammar terlebih dahulu. Sulit he mbak...hehehe. Bahasa inggris kie angel banget Ah,,nanti juga akan mudah dek. Eh, makasih ya waktunya. Ya mbak.
Date: 25 Januari 2012 Place: class XI IPS 3 Time: 11.45-12.00 Responde:S28 (Surya)	P S P S P S P S P S P S	:	Hi dek, tanya-tanya bentar boleh ga? Aduh, ojo aku mbak,,,yang lain aja. Hehe Ga papa dek, cuma bentar koq Yo wis, apa mbak? Dek, menurutmu tadi feedback yang diberikan atau coretan-coretan yang diberikan ditulisannya adek gimana? Gimana apanya mbak? Ya, tadi menurutmu membantu kamu ga? Ya iya mbak,,,aku jadi tau dimana salahnya. Tadi kayak tau ternyata aku salah verbnya. Selain itu? Apa ya mbak,,,Cuma itu aja koq. Ok, makasih ya dek. Yoi mbak
Date: 25 Januari 2012 Place:class XI IPS 3 Time: 11.45-12.00 Responde: S18 (Minggir)	P S P S P S P	:	Hi dek,tanya-tanya donk Opo mbak? Dek, menurut adek, tadi gimana feedback yang diberikan ke tulisannya adek? Bagus sih mbak,,,jadi tahu salahnya yang mana. Selain itu dek? Apa ya....udah mbak. Ok. Thanks ya dek
Date: 25 Januari 2012 Place:class XI IPS 3 Time: 11.45-12.00	P S P S	:	Dek, koq lemes dari tadi? Ga sakit kan? Hehe mbak..ga mbak. Gimana dek tadi feedback yang diberikan mbak ke tulisanya Fauzan? Gimana apanya mbak?

<p>Responde: S12 (Fauzan)</p>	<p>P S P S</p>	<p>: : : :</p> <p>Ya, membantu Fauzan ga? Atau merasa tercerahkan ga dengan pembenaran yang diberikan. Hehe Membantu mbak...jadi tau mana yang salah. Ok dek, makasih ya... Yoi mbak...</p>
<p>Date: 25 Januari 2012 Place:class XI IPS 3 Time: 11.45-12.00 Responde: S21 (Nur Anisah)</p>	<p>P S P S P S P S P S P S P</p>	<p>: : : : : : : : : : : : : :</p> <p>Hi dek, lagi ngerjain apa dek? Agama mbak....tajwid mbak. Oh,gampang kan? InsyaAllah... Dek, tanya-tanya bentar boleh ga? Apa mbak? Gimana dek tentang feedback yang tadi diberikan di tulisannya adek? Bagus mbak,,aku jadi tau mana yang salah. Terus tadi juga bagus, pas ditampilin di depan kalimat yang salah dari temen-temen terus kita benerin bareng bareng. Jadi lebih tau mana yang salah. Sebelumnya, guru yang lain pernah memberi feedback kaya gini mbak? Ga pernah he mbak. Ok, dek.</p>
<p>Date: 25 Januari 2012 Place:class XI IPS 3 Time: 11.45-12.00 Responde: S4(Atrilia)</p>	<p>P S P S P S P S P S P S P S</p>	<p>: : : : : : : : : : : : : :</p> <p>Hi dek, boleh minta waktunya bentar buat tanya- tanya ga? Oh,,boleh-boleh mbak. Dek, tadi gimana feedback yang diberikan sama mbak di tulisanya adek? Ya,,,bagus mbak. Bagus gimana dek? Ya kita jadi tau mbak mana yang yang salah gitu. Oh gitu. Dek, sebelumnya pernah diberi feedback kaya gini ga dek? Ga pernah mbak. Ok dek, makasih ya. ok mbak.</p>
<p>Date: 15 February Januari 2012 Place:class XI IPS 3 Time: 11.45-12.00 Responde: S10 (Dwi Ismiatun)</p>	<p>P S P S P S P S P S</p>	<p>: : : : : : : : : :</p> <p>Dek Dwi, sedang sibuk ga? Ga mbak Mau ada acara ga? Ga mbak. Kenapa he mbak? Mau interview bentar, bisa ga dek? Yo mbak, Kemarin donk ga dek tentang materi yang diajarkan? Tentang spoof text? Donk mbak nek mong teorinya.</p>

	P	:	Kalau bagian-bagiannya dari spoof text tau ga dek?
	S	:	Yang mana mbak?
	P	:	Generic structurya dek?
	S	:	Yang introduction, events, twist, kaya gitu mbak?
	P	:	Iyo dek. Trus tau kan twist itu apa?
	S	:	Bagian sing lucu kan mbak?
	P	:	Yup betul. Kalau pas ngerjain soal past tense itu yang suruh ngisi di kalimat yang ga lengkap itu donk ga dek?
	S	:	Nek cuma ngisi kae sih mudeng-mudeng aja mbak.
	P	:	Tinggal diisi karo verb dua kan?
	S	:	Iya. Kalau tentang conjunction, dan adjective clause donk ga?
	P	:	Donk mbak,,tur nek sing keru iki, adjective clause rodo rong pati paham. Kurang latihan mbak soko akune...hehe
	S	:	Ok. Kemarin kan tugas menulisnya kan diberi feedback tho dek. Yang dikasih coret coretan itu lho. Menurut dek Dwi gimana dek?
	P	:	Gimana ya mbak...menurutku sih, itu baru
	S	:	pertama kalinya buat aku. Maksudnya baru sekali
	P	:	ini ini mbak dikasih yang kaya gitu. Apa
	S	:	namanya itu mbak...feedback.
	P	:	Terus menurutmu membantu tidak dek?
	S	:	Ya sangat membantu mbak..
	S	:	Membantu dalam hal apa mbak?
		:	Jadi aku bisa tau mbak, mana yang benar dan mana yang salah.
		:	Bisa kasih tau dek, bagian mana yang menurutmu
	P	:	terbantu dari feedback yang kemarin?
	S	:	Hahaha...kan aku tu kesulitan mbak, gimana nulis
	P	:	kata ini dalam bahasa Inggris. Kemarin ada banyak salah dituliskan kan mbak. Trus dibenerin
	S	:	bagian yang salahnya. Trus aku jadi tau mbak yang
	P	:	benarnya.
	S	:	Berarti terbantu di spellingnya ya dek?
	P	:	Iya mbak..
		:	Oh ya dek, berarti sebelumnya sudah pernah diberi feedback kaya gini belum dek sama gurunya?
	S	:	Belum e mbak...
	P	:	Kalau disuruh nulis dalam bentuk paragraph gitu
	S	:	sering ga dek?
		:	Jarang mbak..
		:	Ooh,,mmm,kedepanya, jika kalian diberi tugas menulis dalam membuat paragraph gitu, apa kalian ingin diberi feedback? Khususnya kamu dek dwi?

	P	:	jarang diberi tugas untuk menulis dalam bentuk
	S	:	satu paragraph, nah kemarin kan terus diberi tugas
	P	:	mbak untuk menulis terus. Gimana dek?
	S	:	Ya ga pa pa mbak. Malah sebetulnya aku sendiri butuh mbak. Kan masalahnyaa jarang tho diberi tugas menulis gitu.
	P	:	Kalau dengan feedback kemarin dek?
	S	:	Feedback?
	S	:	Iya, yang diberi coret coretan itu lho dek.
	P	:	Oh,,,menurutku mbak. Aku jadi tahu mana yang salah.
	P	:	Tau dalam hal apa dek?
	S	:	Ini lho mbak, kan seharusnya pake verb dua tu,
	P	:	tapi aku pakenya verb satu, padahal kan disitu
	S	:	spoof text ya mbak, yang biasanya pake spoof text.
	P	:	Kalau tau salah kaya gitu, terus dibetulin ga dek?
	P	:	Dan donk ga kenapa salah?
	S	:	Ya dibetulin mbak, kan diberi tugas buat
	P	:	membetulkan. Donk mbak aku yang salah itu
	S	:	kenapa.
	P	:	Ok dek, Merasa terbantu ga sih dek dengan adanya feedback kemarin?
		:	Ya terbantu mbak.
		:	Sebelumnya pernah dikasih feedback kaya gini ga dek?
		:	Ga pernah kie mbak.
		:	Dek, untuk kedepanya dek, apakah ingin diberi feedback yang kaya gini ga sama guru yang bersangkutan?
		:	Mau mbak.
		:	Ok dek, makasih banget atas waktunya.
		:	Wawancaranya cukup.
		:	Ok mbak, sama-sama. Semoga bisa membantu.
		:	Iya, terimakasih dek.
Date: 15 February Januari 2012 Place:class XI IPS 3 Time: 11.45-12.00 Responde: S24 (Rizal)	P	:	Hi dek, boleh tanya-tanya bentar ga?
	S	:	Ya mbak boleh.
	P	:	Dek, kemarin dengan pelajaran-pelajaran yang diajarkan sama mbak tentang spoof text, conjunction, dan adjective clause, donk ga dek?
	S	:	Yang terakhir mbak, kurang donk.
	P	:	Yang terkhir maksudnya dek?
	S	:	Yang terkahir tadi disebutin mbak itu...
	P	:	Adjective clasue maksudnya?
	S	:	Iya mbak.
	P	:	Ga donknya dibagian mana dek?
	S	:	Masih bingung mbak, pake penghubung yang

	P	:	mana gitu.
	S	:	Oh ya, ya nanti ditanyakan lagi sama pak erfak
	P	:	ya...hehe
			Yah mba e...dah ga ngajar disini lagi pow mbak?
	S	:	Pengunya dek, tapi waktunya dah habis he..hehehe.
	P	:	oh ya dek, kemarin pas diberi tugas menulis itu, keberatan ga?
			Ga juga sih mbak.
	S	:	Dek, kemarin pas kalian menulis, terus kemudian
	P	:	tulisan kalian diberi feedback yang coret-coretan
	S	:	pake spidol warna merah itu, menurutmu gimana dek?
	P	:	Gimana ya mbak...hehe. Membantuku sih mbak.
	S	:	Dalam hal apa dek terbantunya?
	P	:	Kemarin itu punya banyak salah dalam masalah
	S	:	verb mbak, banyak yang ga konsisten
	P	:	mbak...hehe.
			Maksudnya dek?
	S	:	Ga donk juga mbak.
			Loh piye tho...donk ga sama feedback yang ditulis kemarin?
	P	:	Ya donk mbak.
			Kalau yang dibetulin kemarin, kamu sebenarnya
	S	:	donk ga? Tadi kan kamu bilang terbantu dalam
	P	:	verb.
			Iya mbak,,hehe. Aku seharunya kan pake past
	S	:	tenses tho mbak karena yang lain pake past tenses,
	P	:	tapi yang disitu aku malah ga pake past tense.
	S	:	Hehehe
	P	:	Alhmdulilah dek nek donk. Hehe. Dek,
	S	:	sebelumnya pernah dikasih feedback kaya gini ga?
			Kalau yang kaya gini belum mbak..
			Kedepanya, pengen diberi feedback kaya gini ga
			dek, sama guru bahasa inggris?
			Ya boleh mbak.
			Kamu merasa butuh ga dek dibri feedback kaya gini?
			Ya butuh mbak.
			Oke dek, makasih ya waktunya.
			Sama-sama mbak.
Date: 15 February	P	:	Dek, lagi sibuk ga dek?
Januari 2012	S	:	Ga mbak.
Place:class XI IPS	P	:	Ga sedang ngerjain tugas agama kan?
3	S	:	Oh enggak mbak, ni cuma ngerjain-ngerjain aja
Time: 11.45-12.00	P	:	mbak.
Responde: S31	S	:	Ok, dek, boleh interview bentar ga dek?

(Tyas)	P	:	Ya mbak, boleh.
			Dek, dengan pelajaran kemarin yang disampaikan oleh mbak, baik itu tentang spoof text, conjunction, ataupun adjective clause, ada kesulitan ga dek?
	S	:	
	P	:	Ga ada he mbak.
	S	:	Ok, nek tentang menulis spoof text dek? Ada
	P	:	kesulitan ga?
	S	:	Ada mbak.
			Dibagian mana dek?
	P	:	Itu lho mbak, masih sulit ketika kata ini bahasa
	S	:	inggrinsya apa gitu.
	P	:	Oh, berarti masalah vocabularinya ya dek?
	S	:	Iya mbak.
	P	:	Apakah suka membawa kamus dek?
			Ga pernah mbak. Hehe
			Hehe. Dek, kemarin kan tulisan kalian kan diberi
	S	:	feedback yang berupa coretan coretan pake spidol merah, menurutmu gimana dek?
	P	:	Aku merasa terbantu mbak. Jadi tau mana yang
	S	:	salah mbak gitu mbak.
			Contohnya apa dek?
	P	:	Kemarin aku kan salah nulis kata beautiful mbak,,
	S	:	terus dibenerin, jadi tau sekarang tulisan beautiful itu kaya gitu.
	P	:	Oh ya gitu...selain itu dek?
			Tentang verb mbak, kemarin banyak yang salah
	S	:	penggunaanya. Terutama yang tenses itu mbak.
	P	:	Oh ya. Dek, menurutmu kamu butuh ga dek diberi
	S	:	feedback kaya gini?
			Ya butuh mbak.
			Oke dek, makasih ya buat waktunya
			Ya mbak.

Appendix C

(Students' Scores)

Students' Writing Score in the First Task (Rater 1)

No	Nama	Components					Total
		content	organization	vocabulary	language	mechanic	
1	A'Isah Putri Pratiwi						
2	Anang Kurniawan	2	1	1	1	1	6
3	Anis Susanti	3	2	2	2	2	11
4	Atrilia Wulandari	3	2	2	1	1	9
5	Ayunda Maharani	13	9	9	8	7	46
6	Claudia Russita R	14	10	9	11	8	52
7	Danik Pamungkas						
8	Dian Permana Putra						
9	Dona Ariani Saputri	3	4	2	3	1	13
10	Dwi Ismiatun	12	8	7	8	3	38
11	Endro Sulisto N	2	2	2	1	1	8
12	Fauza Mas Agi P	1	1	1	1	1	5
13	Hening Indratomo	3	6	2	5	2	18
14	Islah Utami	14	12	7	10	7	50
15	Jalutama Rota M	1	1	1	1	1	5
16	Jeri Agus Saputra						
17	Luthfi Faris N	1	1	1	1	1	5
18	Minggir Ambar K	10	7	7	6	4	34
19	Musaddik	15	10	10	8	8	51
20	Mutiara Hikmahtria	12	7	7	5	6	37
21	Nur Anisah						
22	Nurul Arinda	3	6	5	5	4	23
23	Reysa Ayuningtyas	14	10	10	11	6	51
24	Rizal Fathoni	1	1	1	1	1	5
25	Rofiah Febri Nuraini						
26	Septika Indah P						
27	Sinta Ayu Putriliani	15	12	12	11	8	58
28	Surya Ajid M S	14	10	7	6	5	42
29	Tri Janu Haryanto	2	2	2	2	1	9
30	Trian Bayu Santosa	8	7	5	4	4	28
31	Tyas Pambudi L	7	6	5	6	4	28
32	Yashindhita Nur K	15	11	11	10	8	55
33	Yoland Prinke Stella	5	8	7	5	3	28
34	Yoshinta Woro						
35	Yusuf Efendi	3	2	3	2	1	11
36	Ziyan Ardan Rifai	1	1	1	1	1	5
	mean	7.03	5.67	4.96	4.85	3.57	26.1

Students' Writing Score in the Second Task (Rater 1)

No	Nama	Components					
		content	organization	vocabulary	language	mechanic	Total
1	A'Isah Putri p						
2	Anang K	7	9	8	5	6	35
3	Anis Susanti	8	7	2	3	5	25
4	Atrilia W	8	6	6	4	3	27
5	Ayunda M	13	10	9	10	8	50
6	Claudia Russita	14	10	9	10	8	51
7	Danik P						
8	Dian Permana						
9	Dona Ariani S	7	5	4	4	3	23
10	Dwi Ismiatun	10	8	9	9	5	41
11	Endro Sulisto N	3	2	5	3	2	15
12	Fauza Mas Agi P	4	2	4	4	2	16
13	Hening I	13	9	9	8	8	47
14	Islah Utami	12	13	8	8	8	49
15	Jalutama Rota M	1	1	1	1	1	5
16	Jeri Agus S	3	2	5	5	3	18
17	Luthfi Faris N	6	4	6	5	3	24
18	Minggir Ambar	11	9	8	7	4	39
19	Musaddik	12	9	9	8	7	45
20	Mutiara H	12	9	9	9	8	47
21	Nur Anisah	1	1	1	1	1	5
22	Nurul Arinda	11	9	9	8	8	45
23	Reysa A	8	8	8	7	7	38
24	Rizal Fathoni	7	2	2	2	1	14
25	Rofiah Febri N	7	6	5	5	6	29
26	SeptikaIndah P						
27	Sinta Ayu P	15	12	12	11	8	58
28	Surya Ajid M S	12	9	8	7	6	42
29	Tri Janu H	1	1	1	1	1	5
30	Trian Bayu S	10	7	7	5	6	35
31	Tyas Pambudi L	10	9	7	6	7	39
32	Yashindhita Nur	15	10	10	10	8	53
33	Yoland Prinke S	10	9	8	8	7	42
34	Yoshinta Woro						
35	Yusuf Efendi	7	2	8	4	1	22
36	Ziyan Ardan R	1	1	1	1	1	5
	Mean	8.35	6.48	6.38	5.77	4.90	31.9

Students' Writing Score in the First Task (Rater 2)

No	Nama	Components					Total
		content	organization	vocabulary	language	mechanic	
1	A'Isah Putri Pratiwi						
2	Anang Kurniawan	3	2	2	6	2	15
3	Anis Susanti	1	8	4	1	7	21
4	Atrilia Wulandari	3	3	1	1	2	10
5	Ayunda Maharani	12	8		5	8	40
6	Claudia Russita R	16	12	10	12	8	58
7	Danik Pamungkas						
8	Dian Permana Putra						
9	Dona Ariani Saputri	3	2	8	3	2	18
10	Dwi Ismiatun	4	7	7	9	7	34
11	Endro Sulisto N	4	1	1	1	4	11
12	Fauza Mas Agi P	1	1	1	1	2	6
13	Hening Indratomo	7	2	2	5	3	19
14	Islah Utami	16	10	12	11	7	56
15	Jalutama Rota M	8	2	4	10	4	28
16	Jeri Agus Saputra						
17	Luthfi Faris N	1	1	1	1	2	6
18	Minggir Ambar K	10	7	1	1	2	21
19	Musaddik	10	8	8	11	8	45
20	Mutiara Hikmahtria	15	9	9	10	8	51
21	Nur Anisah						
22	Nurul Arinda	3	2	4	5	5	19
23	Reysa Ayuningtyas	10	10	9	11	7	47
24	Rizal Fathoni	3	2	10	6	5	26
25	Rofiah Febri Nuraini						
26	Septika Indah P						
27	Sinta Ayu Putriliani	11	12	10	14	8	55
28	Surya Ajid M S	11	4	2	4	2	23
29	Tri Janu Haryanto	4	2	2	3	2	13
30	Trian Bayu Santosa	3	2	5	3	2	15
31	Tyas Pambudi L	4	7	7	10	7	35
32	Yashindhita Nur K	11	10	12	10	7	50
33	Yoland Prinke Stella	10	9	5	6	3	33
34	Yoshinta Woro						
35	Yusuf Efendi	4	2	2	2	2	12
36	Ziyan Ardan Rifai	1	2	1	1	2	7
	Mean score	6.75	5.25	5.25	5.82	4.57	27.64

Students' Writing Score in the Second Task (Rater 2)

No	Nama	Components					
		content	organization	vocabulary	language	mechanic	Total
1	A'Isah Putri p						
2	Anang K	7	2	2	5	7	23
3	Anis Susanti	3	2	2	3	3	13
4	Atrilia W	8	7	6	5	4	30
5	Ayunda M	16	10	12	14	8	60
6	Claudia Russita	16	12	10	11	8	57
7	Danik P						
8	Dian Permana						
9	Dona Ariani S	7	5	6	6	7	31
10	Dwi Ismiatun	12	6	7	7	7	39
11	Endro Sulisto N	7	5	8	5	3	28
12	Fauza Mas Agi P	7	5	8	5	3	28
13	Hening I	16	10	10	7	7	50
14	Islah Utami	15	12	7	7	8	49
15	Jalutama Rota M	5	1	1	2	2	11
16	Jeri Agus S	7	7	6	6	7	33
17	Luthfi Faris N	7	7	7	6	7	34
18	Minggir Ambar	14	8	9	7	4	42
19	Musaddik	12	8	10	14	7	51
20	Mutiara H	11	8	9	7	7	42
21	Nur Anisah	3	2	2	2	4	13
22	Nurul Arinda	14	10	8	6	7	45
23	Reysa A	7	8	7	5	4	31
24	Rizal Fathoni	7	2	2	2	2	15
25	Rofiah Febri N	11	7	6	6	4	34
26	SeptikaIndah P						
27	Sinta Ayu P	16	12	12	11	8	59
28	Surya Ajid M S	12	8	8	8	4	40
29	Tri Janu H	2	1	1	3	3	10
30	Trian Bayu S	12	7	7	5	7	38
31	Tyas Pambudi L	11	8	5	4	7	35
32	Yashindhita Nur	14	10	10	11	8	53
33	Yoland Prinke S	11	10	5	6	4	36
34	Yoshinta Woro						
35	Yusuf Efendi	7	2	8	3	2	22
36	Ziyan Ardan R	2	2	1	1	2	8
	Mean	9.64	6.58	6.51	6.12	5.32	34.19

Appendix D

(SPSS Analysis)

The Analysis of Inter-rater Reliability (Cycle 1)

```

CORRELATIONS
/VARIABLES=rater1 rater2
/PRINT=TWOTAIL NOSIG
/STATISTICS DESCRIPTIVES

/MISSING=PAIRWISE.

```

Correlations

[DataSet0]

Descriptive Statistics

		M	Std.	
		ean	Deviation	N
cycle 1	d	26	18.819	28
		.1071	49	
cycle 1	d	27	16.729	28
		.6429	25	

Correlations

			cycle 1	cycle 1
e 1	cycl	Pearson Correlation	1	.869**
		Sig. (2-tailed)		.000
		N	28	28
e 1	cycl	Pearson Correlation	.869**	1
		Sig. (2-tailed)	.000	
		N	28	28

** . Correlation is significant at the 0.01 level (2-tailed).

The Analysis of Inter-rater Reliability (Cycle 2)

```

CORRELATIONS
/VARIABLES=rater1 rater2
/PRINT=TWOTAIL NOSIG
/STATISTICS DESCRIPTIVES

/MISSING=PAIRWISE.
  
```

Correlations

[DataSet0]

Descriptive Statistics

		M	Std.	
		ean	Deviation	N
ycle 2	d	31	15.938	31
		.9032	12	
ycle 2	d	34	14.929	31
		.1935	66	

Correlations

		cy	cy
		cle 2	cle 2
ycle 2	c Pearson		.9
	Correlation	1	09**
	Sig. (2-tailed)		.0
			00
	N	31	31
ycle 2	c Pearson	.9	
	Correlation	09**	1
	Sig. (2-tailed)	.0	
		00	
	N	31	31

Correlations

		cycle 2	cycle 2
cycle 2	Pearson Correlation	1	.909**
	Sig. (2-tailed)		.000
	N	31	31
cycle 2	Pearson Correlation	.909**	1
	Sig. (2-tailed)	.000	
	N	31	31

** . Correlation is significant at the 0.01 level (2-tailed).

Appendix E

(Students' Writing)

Cycle 1

Students' Worksheet

Name : Claudia Russita-R

Class : XI Sosial 3 (06)

Instruction:

Remember your past experience especially your funny or embarrassing incident that happened to you. Write down that story in a paragraph in the blank place below.

I ~~lived~~ ^{have been living} at in Klaten for a month. My ~~brother~~ ^{brother} visited me.

He came from Tasikmalaya. He was 6 years old.

He said, "Clau, I am hungry. Do you have some food?"

I answered, "Oh, No I don't have. Hmm ... come on, come with me." I asked him to buy "Nasi kucing".

He asked, "Hm. clau, why are the rice ~~a little bit~~ ^{not much}?"

I Replied, "This is the ~~name of~~ ^{called} Nasi kucing!"

Then he said to the Seller,

"Mom, I want a plate of Nasi Anjing, ~~Because~~ ^{do} it is ~~much~~ ^{has} ~~big~~ ^{more} portion, hehe"

"Haaah ... ?!"

Cycle 2

Name: Claudia Russita. R
Class: X1 Social 3 (06)

Look at the following picture. Make a paragraph of spoof text based on the picture. Make sure that your paragraph contains an orientation, events, and twist.



Once, a men was walking behind
the Pool.

When he walked, he saw ~~any~~^a
hand in the pool. Appotently,
there were someone sank.

He asked ~~for~~^{for} a help. Then he heard
a voice, "Help me. Help me!"

Then he saw him, and swam in
the pool.

Then, after ^{he} arrived, he ~~was~~^{did} not help
him, ^{so} but he took his watch and
he ~~ran~~^{ran} away.

Cycle 1

Students' Worksheet

Name : Sinta Ayu Putrikani

Class : XI 50C 3

Instruction:

Remember your past experience especially your funny or embarrassing incident that happened to you. Write down that story in a paragraph in the blank place below.

I had ^{an} embarrassing experience three months ago.
 My mother asked me to accompany her in ^{an} event ^{named} of
 HIPENCA (Himpunan Penyandang cacat) 2011. There were many
 deformity people, such as blind, noseless, deaf, etc.
 Every one who could see must ^{help} helped the others
 (blind) to walk around the city. I saw a couple ^{of} blind ^{people}.
 I was so touched. I approached them and embraced her.
 One the way, she blinked her eyes. I was uncertain
 that the woman couldn't see, but I didn't pay attention
 to it. Ten minutes later, I left them for a moment.
 I took ~~a~~ mineral water for them but when I came back,
 A ^{they} couple was gone. I searched them anywhere. I was shock.
 The woman could see and walked with her husband.
 I supposed they couldn't see. I said "I'm sorry, I think
 you're blind." And then, they forgave me and laughed
 at me.

Cycle 2

Name: Sinta Ayu Putrilrani
Class: XI 53

Look at the following picture. Make a paragraph of spoof text based on the picture. Make sure that your paragraph contains an orientation, events, and twist.



One day, ~~the~~^a man walked around his house.

He wanted to see a beautiful view.

He went to a small lake. At first,

he just looked around it. Then

he heard a voice, "Help! Help me!"

But the voice was slow. He searched

the source of the voice. He needed

5 minutes to get it.

"Oh my God! Somebody ~~sank~~^{sank}!", he shouted.

Then, he dived. He approached the hand. He ~~saw~~^{saw} a

beautiful watch. He ~~was~~^{was} interested ~~to~~ⁱⁿ the watch, and he

brought it. He ~~was~~^{did not} help him. Finally, he left

him and ran away.

Cycle 1

Students' Worksheet

Name : Hening Indratomo

Class : XI S3

Instruction:

Remember your past experience especially your funny or embarrassing incident that happened to you. Write down that story in a paragraph in the blank place below.

(I don't have spoof Experience)

One day I and my friend went to Regencykarta
by my car. I ~~was~~ ^{drove} ~~drive~~ my car. . . . Suddenly, my
Friend "Unintended but he didnt ^{tell} ~~spoke~~ to me. . .
After a several time, he spoke "Mampus SPBU sik,
munut pipis" . . . But, he sudah bocor

Cycle 2

Name: Hening Indratomo
Class: XI 53

Look at the following picture. Make a paragraph of spoof text based on the picture. Make sure that your paragraph contains an orientation, events, and twist.



* Once upon a time, when the rain fell down and the river was overflowed.

Kargol went to a traditional market,

Kargol walked beside of the river.

Suddenly he fell down and he

sank into the river.

* Rohmat shocked when he saw

Kargol sank in the river. But,

he saw the Kargol's watch was very expensive.

Rohmat ~~was~~ helped Kargol, but he took the Kargol's

watch and ~~did not help~~ ~~not helped~~ Kargol.

* And then Rohmat ran away with the Kargol's

Watch - - - Gajajajaja

Cycle 1

Students' Worksheet

Name : Minggir

Class : XI IPS 3

Instruction:

Remember your past experience especially your funny or embarrassing incident that happened to you. Write down that story in a paragraph in the blank place below.

One day, I went to the school. I ^{went} ~~go~~ to the School by motorcycle, ~~and~~ In the Street ^{my} motorcycle had a break down and I went ^{to} school with my friend. His name ^{was} Fauzan. I and Fauzan ^{were} late, and I got punishment from ^{my} teacher. I ^{was asked by} ~~directed~~ my teacher to ^{clean} ~~cleaning~~ the bath ^{room} ~~room~~. I ^{cleaned} ~~cleaning~~ bath room with my friend.

Cycle 2

Name:
Class :

Look at the following picture. Make a paragraph of spoof text based on the picture. Make sure that your paragraph contains an orientation, events, and twist.



One day Fauzan was walking in the
edge of the river. Suddenly Fauzan saw
the people sank in the river and the people
asked ^{for a} help ^{to} for Fauzan, and Fauzan cannot
help the people, but he took ^{this people's watch} ~~the watch~~
this people and Fauzan went and run.

Cycle 1

Students' Worksheet

Name : Murul A.

Class : X153

Instruction:

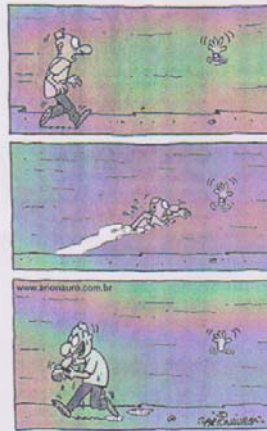
Remember your past experience especially your funny or embarrassing incident that happened to you. Write down that story in a paragraph in the blank place below.

Listen to 3 and 4, time is sport, I and my friends
 substituted jacket in Mosque. Moment go to Mosque I see there
 is friend I that set in class social sains then catching up my
 friend that there is Mosque. He run spiritly but end & he slid.
 I saw it and I Laughed too. My friends who saw it Laughed too. He was
 very shy looked gift Gragh my friends.

Cycle 2

Name: Nurul Arinda
Class: ~~XS-3~~ X1 S3

Look at the following picture. Make a paragraph of spoof text based on the picture. Make sure that your paragraph contains an orientation, events, and twist.



One day Damas was walking ^{along} the river.
Damas saw the river and there was someone
who was drown but damas just saw the hand
and ^{the} watch ^{that} he wore.
Then damas was down to the river
Rather [?] than to help that person but
just ~~was~~ wanted to take his watch.

Cycle 1

Students' Worksheet

Name : Ayunda Maharani

Class : XI IPS 3



Instruction:

Remember your past experience especially your funny or embarrassing incident that happened to you. Write down that story in a paragraph in the blank place below.

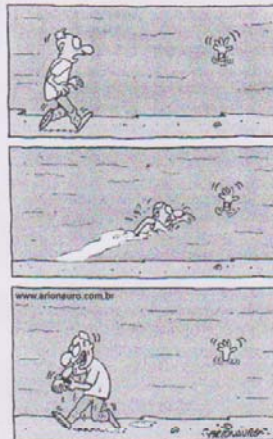
One day, my mother and I went to mini market. Till in the mini market, my mother without realizing liberated his slipper in front of the mini market's door. Then people that saw this accident laughed because my mother ^{did not realize} ~~not realize~~. After I ^{talked to} ~~talk~~ my mother, my mother ~~was~~ realized.

Then my mother put on his slipper and went to straight to the mini market for ^{shopping} ~~shop~~. After ^{shopping} ~~shop~~, my mother ^{leaved} ~~out~~ of the mini market with a sense of shame because ^{she did} ~~doing~~ that stupid thing.

Cycle 2

Name: Ayunda Maharani
Class: XI IPS 3

Look at the following picture. Make a paragraph of spoof text based on the picture. Make sure that your paragraph contains an orientation, events, and twist.



One day, there was a man who ran at the side of the lake. Suddenly he saw a person in the lake asking for a help. He was ~~was~~ very surprised when he saw that accident.

He wanted to help him. But he's more interested ⁱⁿ a watch. ^{He} directly jumped ^{into} the lake. ^{He} took the watch and ^{handed} back to the side of the lake ^{and} left ^{the} a man.

Cycle 1

Students' Worksheet

Name : Mutiara Hikmahtria

Class : XI IPS 3

Instruction:

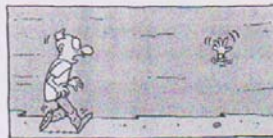
Remember your past experience especially your funny or embarrassing incident that happened to you. Write down that story in a paragraph in the blank place below.

In last weekend my family and I went to ~~the~~ Gembira Raya zoo.
 My family and I looked ~~around~~ ^{ground} the zoo and ~~stop~~ ^{stopped} at a cafe
 for a rest. ^A After that my family and I ~~continue~~ ^{continued} the journey.
 In a ~~short~~ ^{the midway} trip, my sandals broke up and I ~~was~~ ^{was} forced
 to not wear sandals ~~at~~ along the way.
 All people watched me and laughed. It really ^{made} ~~makes~~ me
 ashamed, ohh hell!

Cycle 2

Name: Mutiara Hikmah Triana
Class: XI IPS 3

Look at the following picture. Make a paragraph of spoof text based on the picture. Make sure that your paragraph contains an orientation, events, and twist.



One day, in the morning, there some ^{one} ~~one~~ fell in the river. he asked for ^a ~~a~~ help, but there was no one there.



Then Tegar walked at the side of the river. When he looked at the river,



he looked there ^{at} ~~at~~ was some one who asked for ^a ~~a~~ help. He just looked at the hand ^{which} ~~that~~ wore ^a ~~a~~ watch.

He jumped to the river and ^{helped} ~~help~~ him, but he ^{was} ~~was~~ more ^{interesting} ~~interested~~ ^{to the} ~~at~~ watch. Then he took the watch. And he leaved the man.

Appendix F

(Writing Rubric)

The Analytical Score of Writing
(adapted from Jacob et al. in Reid (1993))

Components	Level	Criteria
Content	16-13	EXCELLENT TO VERY GOOD; knowledgeable; substantive development of thesis; relevant to assigned topic
	12-9	GOOD TO AVERAGE; sure knowledge of the subject; adequate range; limited development of thesis; mostly relevant to topic but lacks detail
	8-5	FAIR TO POOR; limited knowledge of subject; little substance; inadequate development of topic
	4-1	VERY POOR; does not show knowledge of subject; non-substantive; not pertinent; or not enough to evaluate
Organization	12-10	EXCELLENT TO VERY GOOD; fluent expression; ideas clearly stated/supported; succinct; well-organized; logical sequencing; cohesive
	9-7	GOOD TO AVERAGE; somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing
	6-4	FAIR TO POOR; non-fluent; ideas confused or disconnected; lacks logical sequencing and development
	3-1	VERY POOR; does not communicate; no organization; or not enough to evaluate
Vocabulary	12-10	EXCELLENT TO VERY GOOD; sophisticated range; effective word/idiom choice and usage; word from mastery; appropriate register
	9-7	GOOD TO AVERAGE; adequate range; occasional errors of word/idiom form, choice, usage but meaning not obscured
	6-4	FAIR TO POOR; limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured
	3-1	VERY POOR; essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate
Language	12-10	EXCELLENT TO VERY GOOD; effective, complex constructions; few errors of agreement, tenses, number, word order/ function, articles, pronouns, preposition
	9-7	GOOD TO AVERAGE; effective but simple constructions; minor problems in complex constructions; several errors of agreement, tenses,

	6-4	number, word order/function, articles, pronouns, preposition, but meaning seldom obscured FAIR TO POOR; major problems in simple/complex constructions; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions; meaning confused or obscured
	3-1	VERY POOR; virtually no mastery of sentence construction rules; dominated by errors; does not communicate; or not enough to evaluate
Mechanics	8-7	EXCELLENT TO VERY GOOD; demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing
	6-5	GOOD TO AVERAGE; occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
	4-3	FAIR TO POOR; frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused or obscured
	2-1	VERY POOR; no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible; or not enough to evaluate

Appendix G

(Lesson Plan)

Cycle 1 (first meeting)

LESSON PLAN

Class : XI IPS 3
 Genre : Spoof
 Skill : Writing
 Semester : 2
 Allocated time : 90 minutes

A. Standard of Competence

12. To express meanings in essays and short functional written texts in the genres of narrative, **spoof**, hortatory exposition in daily life context.

B. Basic Competence

12.2. to express meanings and rhetoric steps in essays by using written language **accurately**, **fluently**, and **appropriately**, in the context of daily life in the genres of spoof.

C. Indicators

Students are able to:

1. use grammar, vocabulary, and mechanics accurately in writing the spoof text
2. use the past tense in writing the spoof text
3. use generic structure correctly of the spoof text

D. Learning Objective

At the end of the lesson, students are able to write an essay accurately in the form of spoof text

E. Learning Materials

1. Task 1 (Modeling and Deconstructing the Text)

Read the text carefully.

Fixing the Headstone

Once, there were two men walking home after a Halloween party. They decided to take a shortcut through the cemetery just for laughs. Right in the middle of the cemetery they were startled by a tap tap-tapping noise coming from the misty shadows. Trembling with fear, they found an old man with a hammer and chisel, chipping away at one of the headstones.

“Holy cow, Mister,” one of them said after catching his breath, “You scared us half to death, we thought you were a ghost! What are you doing working here so late at night?”

“Those fools!” the old man grumbled. “They misspelled my name!”

Taken from a book titled Interlanguage: English for Senior High School Students XI

Spoof is a type of story which has a twist (funny part in the end of the story).

Social function : entertaining readers using a twist (funny part)

Parts of the spoof text :

Introduction : the opening of the story which sets the scene

Events : the details of the events in the story

Twist : the funny or unpredictable ending of the story

Fixing the Headstone

Once, there **were** two men walking home after a Halloween party. They **decided** to take a shortcut through the cemetery just for laughs. Right in the middle of the cemetery they **were** startled by a tap tap-tapping noise coming from the misty shadows. Trembling with fear, they **found** an old man with a hammer and chisel, chipping away at one of the headstones.

“Holy cow, Mister,” one of them **said** after catching his breath, “You scared us half to death, we thought you were a ghost! What are you doing working here so late at night?”

“Those fools!” the old man **grumbled**. “They misspelled my name!”

Taken from a book titled Interlanguage: English for Senior High School Students XI

Intr

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2. Task 3 (Joint Construction of the Text)

Read the following jumbled paragraph, and then rearrange into a good paragraph.

My Husband

Because my husband, John, tends to snore, I rarely get more than a couple of hours sleep each night. When he awakens refreshed in the morning, he's always astonished to find that he has been the cause of another sleepless night for me.

I awoke to find him shaking me. "What's the matter?" I asked, trying not to sound irritable. "Are you in pain?"

One night John had severe allergy symptoms, she took some medication before he went to bed. To my surprise, he fell into a deep sleep, allowing me to nod off comfortably too.

"Oh, nothing," he replied. "I just wanted you to know."

"No," he said, "but the drugs have worn off, and I can't sleep." I stared at him in exhausted disbelief. "What do you want me to do about it?" I said through clenched teeth.

Taken from Developing English Competencies For Senior High School 2

F. Learning Method : Four Stages

G. Learning Procedures

1. Opening Activity

- a. Teacher greets the students
- b. Teacher checks the students' attendance
- c. Teacher leads the students to pray
- d. Teacher reviews the last meeting

2. Main Activity

a. BKOF (Building the Context)

1. Teacher plays a funny video
2. Teacher asks one of the students about their past experience
3. Teacher shows a text

4. Teacher asks the students whether there is a dictionary with them or not
5. Teacher asks the students to read the text
6. Teacher distributes mini dictionary
7. Teacher asks the students about content of the story which is titled “Fixing the Headstone”
8. Teacher asks one of the students to tell what is talked in the story

b. MOT (Modeling the Text)

9. Teacher gives explanation about the parts and language features of a spoof text.
10. Teacher leads the students to analyze together the parts of the text which is titled “Fixing the Headstone”
11. Teacher asks students for questions

c. JCOT (Joint Construction of the Text)

12. Teacher gives other text to the students and ask the students to read the text
13. Teacher asks students to arrange the jumbled paragraph which is entitled “My Husband”.

3. Closing Activity

- a. Teacher gives opportunity for the students to asks some questions
- b. Teacher informs to the students that she will discuss the answer of the exercises in the next meeting
- c. Teacher gives a reward by giving applause to students who have come forward.
- d. Teacher gives assignment to the students to prepare a funny story for the next meeting
- e. Teacher ends the teaching learning process

H. Tool/References

- Priyono, J. Muhammad, A. Z., & Machfutra, E. D. (2008). *Interlanguage: English for Senior High School Students XI Science and Social Study Program*. Depdiknas. PT Grasindo
- Power point/slides
- A video

January, 2012

English Teacher

Researcher

Erfak Udin, S.Pd

Uli Tri Utami

NIP.

NIM. 07202244079

Cycle 1 (second meeting)

Lesson plan

Class : XI IPS 3
 Genre : Spoof
 Skill : Writing
 Semester : 2
 Allocated time : 90 minutes

A. Standard of Competence

12. to express meanings in the form of essays and short functional written texts in the genres of narrative, **spoof**, hortatory exposition in daily life context.

B. Basic Competence

12.2. to express meanings and rhetoric steps in the form of essays by using written language **accurately, fluently, and appropriately**, in the context of daily life in the genres of spoof.

C. Indicators

Students are able to:

1. use grammar appropriately in writing the spoof text
2. use vocabulary correctly in writing the spoof text
3. use mechanics accurately in writing the spoof text

D. Learning Objective

At the end of the lesson, students are able to write an essay accurately in the form of spoof texts

E. Learning Materials

1. Task 1 (Modeling the Text and Joint Construction of the Text)

Past Tenses

1. One night John **had** severe allergy symptoms.

S V₂

2. She **took** some medication before he **went** to bed.

S V₂

Formula: S + V₂/was/were

Exercises:

Complete the sentences. Use the words in the list; use the simple past.

ask	rain	wait
cook	shave	walk
dream	smile	watch
erase	stay	work

1. It.....yesterday.
2. Ito school yesterday morning.
3. She a question in class yesterday.
4. I a movie on Television last night.
5. Mikehis own dinner yesterday evening.
6. I.....home last night.
7. I have a job at the library. I..... there yesterday evening.
8. I.....about my family last night.
9. Shefor the bus there yesterday morning.
10. The teacher..... some words from the board a couple of minutes ago.
11. Rick doesn't have a beard anymore. He..... five days ago.

2. Task 2 (Independent Construction of the Text)

	Students' Worksheet
F. I	<p>Name :</p> <p>Class :</p> <p>Instruction:</p> <p>Remember your past experience especially your funny or embarrassing incident that happened to you. Write down that story in a paragraph of a spoof text in the blank place below.</p>
G. I	
1.	Opening Activities

- a. Teacher greets the students
- b. Teacher checks students' attendance
- c. Teacher leads the students to pray
- d. Teacher reviews the previous meeting

2. Main Activities

a. MOT (Modeling the Text)

1. Teacher shows the previous text
2. Teacher explains the past tense used in the text

b. JCOT (Joint Construction of the Text)

1. Teacher distributes some exercises related to the past tense
2. Teacher asks the students to fill the blank sentences with the past verb

c. ICOT (Independent Construction of the Text)

1. Teacher distributes the worksheet to the students
2. Teacher asks the students to write a spoof text based on their experience
3. Teacher give the students time about 35 minutes to write
4. Teacher walks around the class to check the students' activity

3. Closing Activities

1. Teacher asks the students to submit their writing
2. Teacher tells to the students that their writing will be given direct feedback and hangs it back next week
3. Teacher give an opportunity to the students to asks
4. Teacher gives a wise word to the students that entertain someone is a good deed.
5. Teacher ends the class by praying and saying goodbye.

H. Tool/References

- Power point slides, LCD
- Azar, Betty Scramper. 1996. *Basic English Grammar*. New York. Tina B.Carver

English Teacher

January, 2012

Researcher

Erfak Udin, S.Pd
NIP.

Uli Tri Utami
NIM. 07202244079

Cycle 1 (third meeting)

Lesson plan

Class	: XI IPS 3
Genre	: Spoof
Skill	: Writing
Semester	: 2
Allocated time	: 90 minutes

A. Standard of Competence

12. to express meanings in essays and short functional written texts in the genres of narrative, spoof, hortatory exposition in daily life context.

B. Basic Competence

12.2. to express meanings and rhetoric steps in essays by using written language accurately, fluently, and appropriately, in the context of daily life in the genres of spoof.

C. Indicators

Students are able to:

1. use grammar, vocabulary, and mechanics accurately in writing the spoof text
2. write a spoof text grammatically correct
3. use generic structure in writing the spoof text

D. Learning Objective

At the end of the lesson, students are able to rewrite their spoof text which had been given feedback

E. Teaching Method : Four Stages

F. Teaching Procedures

1. Pre-activity
 - a. Teacher greets the students
 - b. Teacher leads to pray
 - c. Teacher checks the students' attendance
 - d. Teacher reviews the last meeting
2. Main activity
 - a. Teacher distributes the students' writing
 - b. Teacher asks the students to pay attention to their writing which is already given feedback
 - c. Teacher shows some sentences which are given feedback in the LCD
 - d. Teacher gives explanations to the correctness given

- e. Teacher asks students to rewrite their writing
- f. Teacher asks students to submit their writing
- 3. Post activity
 - a. Teacher tells that the result will be given next week
 - b. Teacher ends the class

G. References

- Joy M, Reid. 1993. *Teaching ESL Writing*. New Jersey. Tina B.Carver

English Teacher

January, 2012

Researcher

Erfak Udin, S.Pd

NIP.

Uli Tri Utami

NIM. 07202244079

Cycle II (First Meeting)**Lesson Plan**

Class : XI IPS 3
Genre : Spoof
Skill : Writing
Semester : 2
Allocated time : 90 minutes

A. Standard of Competence

12. to express meanings in the form of essays and short functional written texts in the genres of narrative, **spoof**, hortatory exposition in daily life context.

B. Basic Competence

12.2. to express meanings and rhetoric steps in the form of essays by using written language **accurately, fluently, and appropriately**, in the context of daily life in the genres of spoof.

C. Indicators

Students are able to:

1. make a spoof text based on the generic structure
2. use grammar appropriately in writing the spoof text
3. use mechanics accurately in writing the spoof text
4. use conjunction accurately in writing the spoof text

D. Learning Objective

At the end of the lesson, students are able to write an essay accurately in the form of a spoof text.

E. Learning Materials

1. Task 1. (Modeling the Text)

Read the text carefully and retell the story with your own words to your classmates.

Fixing the Headstone

Once, **there were two men walking home after a Halloween party.** They decided to take a shortcut through the cemetery just for laughs. **Right in the middle of the cemetery they were startled by a tap tap-tapping noise coming from the misty shadows.** Trembling with fear, they found an old man with a hammer and chisel, chipping away at one of the headstones.

“Holy cow, Mister,” one of them said after catching his breath, “You scared us half to death, we thought you were a ghost! What are you doing working here so late at night?”

“Those fools!” the old man grumbled. “They misspelled my name!”

Taken from a book titled Interlanguage: English for Senior High School Students XI

2. Task 3. (Deconstructing the Text)

Sentence:

1. There were two men walking home after a Halloween party.



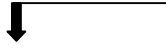
- There were two men who walked home after a Halloween party.



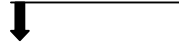
2. Right in the middle of the cemetery they were startled by a tap tap-tapping noise coming from the misty shadows.

- Right in the middle of the cemetery they were startled by a tap tap-tapping noise that came from the misty shadows.

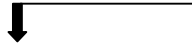




There were two men who walked home after a Halloween Party.



They were startled by a tap tapping noise that came from the misty shadow.



The letter which was written last week arrived today

Adjective clause connector:

Who : for people

Which : for things

That : for people or things

3. Task 4 (Joint Construction of the Text)

Combine these pairs of sentences below as shown in the example.

Example:

1. My father knows that man. The man sold you the shoes.
My father knows the man who sold you the shoes.
2. I will show you the photographs. I took them at the picnic.
I will show you the photograph which I took at the picnic.

Exercises:

1. The doctor is very famous. Mother came to see him yesterday.
2. History of Java was written by Raffles. It is all an important document.
3. Yana is a pretty girl. She got long black hair.
4. They boy is a new student. He is sitting over there.
5. The ball is expensive. It is made of rubber.
6. The French language is different from the Latin language. Latin was once spoken throughout Europe.
7. He had several plans for making money quickly. All of them have failed.
8. The landlord was proud of his strength. He despised the weakness of his tenants.
9. This is the village. I was born here.
10. Paul was on gentleman. He was my travelling companion.
11. The man was sick. He looked very pale.
12. He was sitting in the emergency room. It was very crowded.
13. A nurse was nearby. He called to her.
14. The doctor asked him to lie down. She looked very worried.
15. She gave the man an injection. It made him go to sleep.



F. Learning Method : Four Stages**G. Learning Procedures****a. Opening Activity**

1. Teacher greets to the students
2. Teacher leads to pray
3. Teachers checks the attendance list
4. Teacher tells to the student about the topic today

b. Main Activity**1. BKOF (Building Knowledge the Text)**

- a. Teacher shows a text titled Fluffy Bunny Rabbit
- b. Teacher asks one of the students to read the text
- c. Teacher invites one of the students to retell the story
- d. Teacher reviews the last material

2. MOT (Modeling the Text)

- e. Teacher discuss the parts of the text with the students
- a. Teacher then explain about adjective clause
- b. Teacher gives some examples of sentences taken from the text

3. JCOT (Joint Construction of the Text)

- c. Teacher asks the student to practice to combine two sentences using adjective clause
- d. Teacher walks around to see the students' activity
- e. Teacher asks some students to come forward to write the correct ones.

4. ICOT (Independent Construction of the Text)

- a. Teacher gives a worksheet
- b. Teacher asks the students to write a spoof text based on the picture provided
- c. Teacher asks students to submit their work

c. Closing Activity

1. Teachers ask the students whether there is question or not.
2. Teacher informs to the students that she will give their draft next week.
3. Teacher ends the class by saying goodbye.

H. Tool/Reference

- Priyono, Joko. Muhammad, Adib Zayin. & Machfutra, Eka Denis. (2008). *Interlanguage: English for Senior High School Students XI Science and Social Study Program*. Depdiknas. PT Grasindo
- Power point/slides

January, 2012

English Teacher

Researcher

Erfak Udin, S.Pd

Uli Tri Utami

NIP.

NIM. 07202244079

Cycle 2 (second meeting)

LESSON PLAN

Class : XI IPS 3
 Genre : Spoof
 Skill : Writing
 Semester : 2
 Allocated time : 90 minutes

A. Standard of Competence

12. To express meanings in essay and short functional written texts in the genres of narrative, **spoof**, hortatory exposition in daily life context.

B. Basic Competence

12.2. to express meanings and rhetoric steps in essays by using written language **accurately**, **fluently**, and **appropriately**, in the context of daily life in the genres of spoof.

C. Indicators

Students are able to:

4. use grammar, vocabulary, and mechanics accurately in writing the spoof text
5. make adjective clause sentences
6. use correct generic structure in writing the spoof text

D. Learning Objective

At the end of the lesson, students are able to rewrite the spoof text accurately

E. Learning Method : Four Stages

F. Learning Procedures

1. Pre-activity

- a. Teacher greets the students
- b. Teacher leads students to pray
- c. Teacher checks the attendance list

2. Main activity

- a. MOT (Modeling of the Text)
 1. Teacher shows some errors sentences to the students
- b. JCOT
 1. Teacher asks the students to correct the errors together
- c. ICOT
 1. Teacher asks the students to rewrite their first draft after giving direct written and oral feedback

3. Post activity

- a. Teacher asks students whether there is question or not
- b. Teacher asks students to rewrite their first draft and submit it two days later
- c. Teacher ends the class by saying goodbye

G. Tools/reference

- Modul Pelatihan Bahasa Inggris: Pusat Pelatihan dan Pelayanan Bahasa, Fakultas Bahasa dan Seni, Universitas Negeri Yogyakarta
- Febrianti, Anis. & Prasetya, Endra. 2005. Buku Panduan Bahasa Inggris Kelas 3 SMA. Yogyakarta. SSC Intersolusi

January, 2012

English Teacher

Researcher

Erfak Udin, S.Pd

NIP.

Uli Tri Utami

NIM. 07202244079

Appendix H

(Photographs)

PHOTOGRAPHS



The researcher and the collaborator were discussing about the lesson plan.



The teacher was explaining a spoof text.



The students were writing a spoof story based on their experience.

	<p>The collaborator was checking the students' activity</p>
	<p>The teacher was walking around to check the students' activity.</p>
	<p>the teacher are interviewing one of the students.</p>



The students were doing the assignment given by the teacher.



The collaborator opened the teaching learning process.

Appendix I

(Permit Letters)